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ABSTRACT

A survey of the literature and three survey instruments were used in designing and assessing a human development course at Sacramento City College (California). The course involves at least two different instructional divisions, corresponds to the personal characteristics of the student body, and includes members of both the counseling staff and teaching faculty as co-facilitators. To identify the characteristics of the student body, the Omnibus Personality Index was administered to a representative sample (four percent) of 514 students. Then, a local panel of faculty, counselors, students, and administrators was organized and surveyed to ascertain the desirability of various human development course components, objectives, and implementation strategies which have been utilized at other community colleges. These two surveys facilitated the development of a model co-disciplinary human development course entitled "Living and Working in Sacramento." This model course was evaluated by surveying a national panel of seven experts identified through a review of the literature, and on the basis of their evaluation a second model course was developed, entitled "You and Your Life in Sacramento." A complete course description, including suggested activities for seven modules, is presented here, and the survey instruments are appended. (NHM)

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# Developing a Model for a Co-disciplinary Human Development Course at a Community College

GERALD W. CIAS

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
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Chapter 1

# INTRODUCTION

## Purpose of the Study

The primary purpose of this Major Applied Research Project was to develop a model for a Human Development course that is co-disciplinary in its design. The course was designed to correspond to the personal characteristics of a representative sample of the student body at Sacramento City College, Sacramento, California, as measured by a standardized test instrument, the Omnibus Personality Inventory, Form F.

The secondary purpose of this project was to expand the present scope of the Human Development Instruction program at Sacramento City College to include members of the counseling staff and the teaching faculty as co-facilitators and developers of Human Development classes.

## Significance of the Study

The rapid growth of the community colleges during the past fifteen years has necessitated the development of a new delivery system of education to meet the needs of the student in higher education. Medsker and Tillery (1971)

report that almost one-third of all students entering colleges in the United States are doing so through the public two-year college. The "open doors" of the public community college have brought to higher education a new breed of student--one who was not previously thought to be college material. According to Moore (1973), this "new" student is an individual who has experienced little success in previous educational endeavors. These "new" students are often at a distinct disadvantage if the community college does not make an effort to provide special programs and courses to give them the opportunity to be successful.

According to Roueche (1973), the "new" student believes he will fail again in his attempts to be successful in education. The focus of the college's educational program should then, by necessity, be humanistic and supportive in its thrust. Roueche (1973) believes that the college program needs to be directed toward raising the self-esteem of these "new" students, not only in college, but in life as a whole.

Gleazer (1971) suggested that the community colleges are the national resource best suited to the task of democratizing educational training. Community colleges have had to redefine the concept of college and, in so doing, to move away from the traditional liberal arts program and baccalaureate oriented education. Gleazer (1971) reiterated that education in community colleges must be directed toward the self-fulfillment of the individual.

Some questions that need to be answered in any attempt to appraise a college's orientation toward meeting the needs of "new" students include: (1) Does the college consistently concern itself with the human and social needs of the community it serves? (2) Does the college curriculum place an emphasis on the learning process as opposed to pure content mastery? (3) Does the admission and instructional process enable the college to be an open door rather than a revolving door institution? (4) Is there an integration of purpose between the student services function and the instructional component resulting in a college-wide increased sensitivity to student needs? Only through positive responses to these questions can a conclusion be drawn that the public community college is meeting its professed goals.

It appears that the thrust toward making education more relevant for the individual student has been accelerated in those colleges that have been able to integrate, rather than separate, the student personnel function and the instructional program. A few community colleges seem to have accomplished the goal of humanistic instruction through a series of courses offered by the student personnel staff of the college. These courses have been broadly categorized as "Introduction to College," "Personal Psychology," "Human Development," or "Personal Development." O'Banion, Thurston, Gulden (1970) feel these courses should not be viewed as

traditional academic courses in which facts and theories form the subject matter. Neither can they be labeled as guidance courses in which the students learn about the rules and regulations of the college, career information, the location of the library, or how to start a club. O'Banion, Thurston, Gulden (1970) conclude that the main thrust of these new humanistic offerings should be designed to facilitate intra- and interpersonal growth through organized group activities.

These new personalized activities are initiated in an attempt to help students seek answers to many of the important personal questions they bring to the college. Creamer (1972) found that the classes seem to provide the students with a core of experiences that will lead the student to examine his or her own values, beliefs, attitudes, and potentials. How these factors affect the quality of the student's relationships with others often becomes the focus of the class.

The development of the individual as a whole person has long been the professed goal of the general education programs of colleges and universities. In the period of 1940-50, personal adjustment courses became prevalent in many colleges and universities. Hardee and Powell (1960) noted that rapidly increasing enrollment rates prompted many universities to look for broad educational principles applicable to life situations. These adjustment courses

were directed toward individualizing the learning process for the students. However, there was considerable discontent with the adjustment model for general education to the extent that Mayhew (1969) noted that the concept of General Education began to decrease in overall importance at many colleges and universities. Higher education was developing along lines of specialization rather than broad viewpoints. Humanistic education in colleges was on the wane in the 1960's.

However, in the late 1960's, largely as a result of the student movement, there was renewed interest in an educational program that was more conscious of the needs of the individual student. Through such movements as encounter groups, T-groups, and "rap session," some community colleges began to address the concerns of individual students through a program of Human Development instruction. Creamer (1972) found that 120 community colleges had operational Human Development programs. Ludwig (1973) identified the Human Development programs at El Centro Community College, Dallas, Texas; Moraine Valley Community College, Palos Hills, Illinois; Kendall College, Evanston, Illinois; and Santa Fe Community College, Gainesville, Florida, as exemplary programs designed to meet student needs. These community colleges have organized Human Development courses which utilize some form of a co-disciplinary model of instruction.

These Human Development courses are viewed as part of the student's broad education for living. These courses, taught by counselors and teachers, are not viewed as frills, or the exclusive purview of the student personnel division. These cooperative instructional efforts of the student personnel and instructional programs in the community colleges cited by Ludwig (1973) could provide an impetus for new student personnel and educational program direction.

Background of the Study

In response to the needs of students, Sacramento City College, Sacramento, California, began a program of Human Development Instruction in February, 1973. The Human Development instructional program was initiated by the counseling department at Sacramento City College. During the period of February, 1973, to February, 1975, the Human Development program had enrolled 1615 students in 93 different sections of Human Development classes (Cias, 1975). Through the first four semesters, the program was confined to Human Development offerings taught by members of the student personnel staff (Cias, 1974). Even though the Sacramento City College Human Development program had gained a large measure of student acceptance, a majority of the teaching faculty was not aware of the scope and philosophy of the program (Cias, 1974). Cias (1974) concluded, "If the Human Development program is to positively affect the spread of

humanistic education throughout Sacramento City College, the scope of the program must be expanded to include the input and participation of the teaching faculty (p. 42)."

The involvement of Sacramento City College faculty in the design and implementation of a co-disciplinary Human Development course that will directly address the attitudes and needs of students, as measured by a standardized instrument, will hopefully expand the institution's awareness of the need for Human Development instruction. The co-disciplinary Human Development course could have a far-reaching effect on the total college. One result could be the organization of a Human Development course as part of the General Education pattern of the college. Another, possibly more immediate effect, might be to have Human Development courses become part of the required sequence of selected major programs at Sacramento City College.

## Definition of Terms

Co-disciplinary Instruction. The involvement of at least two different instructional divisions representing both transfer and occupational programs. In reference to this project, co-disciplinary instruction refers to the involvement of counselors and staff from the instructional divisions in a joint effort to develop a Human Development course.

Teaching Faculty. A professional staff member whose full-time assignment is classroom instruction at the community college.

Counseling Faculty. A professional staff member whose full-time assignment is counseling and/or Human Development instruction at the community college.

Human Development Course. The Human Development course broadly defined is process oriented rather than task oriented, student-centered rather than knowledge or skill centered, and is conducted in a small group setting of less than twenty students. The course content is based on the experiences of the students rather than a previously defined body of knowledge.

Human Development Instruction Program. The program of instruction in community colleges which is based on humanistic considerations and assumptions. These instructional programs have as their primary purpose the facilitation of the growth of the individual in a personal sense.

Humanistic Education. A term implying that subject matter covered includes an emphasis on human concerns, rather than traditional definitions of education emphasizing skill or knowledge acquisition.

Local Panel. A group of eight people comprised the local panel. The panel included two former students, two representatives from the teaching faculty, two from the

counseling faculty, one graduate intern, and one college administrator. The panel was comprised of people who volunteered to assist in the development of the co-disciplinary Human Development course model for Sacramento City College.

National Panel of Experts. The National Panel of seven experts was comprised of those people who responded favorably to a letter soliciting support for the Sacramento City College project to develop a co-disciplinary Human Development course. The experts were identified because of their past and present activities in conjunction with a Human Development instruction program at a community college in the United States.

Sample of Students. A representative sample of approximately four percent of the students enrolled in classes at Sacramento City College during the Spring semester of 1975 was asked to complete the Omnibus Personality Inventory. The sample of 514 students represented a cross-section of the student body enrolled in classes at Sacramento City College during the Spring semester, 1975.

Omnibus Personality Inventory--Assessor of Student Characteristics. A nationally published testing instrument with normative information, reliability co-efficients, and validity standards. In this project, the standardized

instrument to be used is the Omnibus Personality Inventory, Form F, 1968, Psychological Corporation, New York, New York. The test reports fifteen subscores relating to various personality traits and attitudes. The subtests are grouped into the following scales: Primary Intellectual, Social-Emotional Adjustment, Autonomy and Religious Orientation, Altruism, Practical Outlook, and Masculinity-Femininity.

Model. In reference to this study, the term model refers to objectives, activities, and methods of a course in Human Development derived from the joint activity of counselors, administrators, students, and teaching faculty. The model designed is intended to be offered in the future as a Human Development course at Sacramento City College.

## Assumptions of the Study

The activities leading to the development of a co-disciplinary Human Development course model involved administrators, teaching faculty, counselors, and students. The Human Development course developed as a result of this study should better meet the personal needs of the students at Sacramento City College because they are based on pre-determined student characteristics measured by a standardized instrument and input from a National Panel of Experts. In the past, the process used to introduce Human Development courses to Sacramento City College did not include a

standardized assessment of student characteristics prior to designing the courses. The course designs were primarily based upon the counselor's professional judgment, and the orally expressed needs of students. Past course proposals did not always include a detailed outline of course objectives and tasks prior to offering the course for the first time. Previous Human Development course proposals did not involve teaching faculty in the design process.

The experiences gained by the staff at Sacramento City College in their attempts to design and implement a model for a co-disciplinary Human Development course will enable the members of the staff to provide assistance to other community colleges in the following areas:

(1) Other established community colleges will be able to receive valuable assistance in planning courses that are tailored to address the personal characteristics of students by reviewing the procedures used at Sacramento City College. Creamer (1972) and Ludwig (1973) identified those colleges that offered co-disciplinary Human Development courses. These co-disciplinary Human Development courses were offered in community colleges that were organized from their inception in a manner that provided for the integration of the student personnel and instructional functions. Matson (1972)

feels that this integration of purpose is not widely found in public community colleges, but she feels it should be a new direction for student personnel programs.

(2) As a result of the development of the co-disciplinary Human Development course based on previously measured student characteristics, a college-wide model for curriculum planning may also be established. It has not been the common practice to assess the personal characteristics of the students prior to implementing a curricular change at most community colleges.

(3) The co-disciplinary course model may provide other community colleges with a course addition to their existing curriculums.

Limitations of the Study

The impact of this study could be limited by the following conditions:

(1) The acceptance of a co-disciplinary model for a Human Development course may be limited to those instructors and counselors who participate in its development. If this occurs, the Human Development program will not expand throughout the college as anticipated.

(2) Without specific reference to the teaching and counseling styles of those persons participating

in the model development, the model may not have broad application potential for other community colleges.

(3) An ongoing evaluation of this model for co-disciplinary Human Development instruction will be conducted as the model is implemented in the future. Therefore, the effectiveness of this co-disciplinary model can not be reported within the time constraints of this study.

(4) Changes in the characteristics of students in the future will require a reassessment of these characteristics by administering the Omnibus Personality Inventory (O.P.I.), or some other instrument.

Chapter 2

# REVIEW OF THE LITERATURE

## Introduction

The survey of the literature concerning the development of a model for co-disciplinary Human Development Instruction revealed three broad areas of concern:

(1) The traditional educational models for meeting the needs of the student who is enrolled in community colleges today have not been effective in many instances. There needs to be a new model developed to better address the personal needs of the students found in community colleges today. This new model must help the community college student, identified by Moore (1973), as being failure oriented and having a concept of self that is lower than that of traditional college students. The traditional model for higher education has been characterized as being purely skill or content oriented. If the "new" students are to reverse their trend toward failure, a new program must be developed. Cross (1971) feels the "new" programs must be designed in a different manner: "New students, then, will be the losers if we

concentrate on access programs that merely assure the entrance of new students into traditional programs of education. Why can't we just for once make old educational programs fit new students instead of handing down the old education of traditional students? (p. 158)."

(2) The Third Force psychology movement has had an influence on the humanization process of the educational programs in the community colleges. The activities and theories of Third Force advocates such as Maslow, Rogers, Otto, May, Bugental, Severin, O'Banion, Brown, Sanford, and Gibb provide valuable insights into any attempt to develop a viable Human Development instruction program. This Third Force group has promoted the growth of such educational techniques as the encounter group, the T-group, the development of the idea of the "self" as a basis for instructional activity, and the use of interpersonal relations as subject matter.

(3) Some community colleges have developed Human Development courses which focus on the personal development of students. Seven of these colleges have introduced Human Development programs that involve counselors, administrators, and teachers as facilitators for the Human Development course. The philosophy, objectives,

goals, and tasks of these Human Development courses have been reviewed and included, where appropriate, in the Sacramento City College co-disciplinary model.

The Need for a New Educational Model to Better Meet Student Needs

It seems a new educational model is needed that better addresses the current needs of the student and society in general. The complexity of today's world makes changes in education imperative. The needs of society appear to change with each passing day. The critics of education are quick to point out that education has not kept pace with societal changes or the needs of the students.

The need for change in educational direction can also be substantiated from a broad philosophical base. However, the changes that are needed in higher education must be orderly and directed toward flexibility, creativity, openness to experience and responsibility (Sanford, 1967 and 1972).

Sanford (1967) feels that the "crises" in higher education are a continuing process of re-definition of direction. He feels that the crisis is chronic, and should not be attributed solely to the rise of student radicalism in the late 1960's. Sanford (1967) stresses the need for students to experience change during their educational experiences. However, this change should not take the form

of conformity to what was, but it should be a self-actualizing process on the part of students.

Shoben (1966) found that students did not see the traditional college experience as meeting their social and intellectual needs. He also pointed out that this dichotomy led to a stressful situation among students that contributed directly to the student unrest of the late 1960's.

Dressel (1971) noted that students were demanding an education which was relevant to their current concerns. The traditional policies of colleges were often viewed as paternalistic by the students. In the view of Dressel (1971), the institutions of higher education were inadequate because they did not satisfy the students' quest for knowledge, nor meet their changing psychological needs.

DeLisle (1971) also supports an argument for the need for a change in the direction of higher education. DeLisle (1971) concludes that students need to discover a personal meaning in education that enables them to develop a sense of community which could alleviate the isolation often associated with today's society.

Cross (1971) is of the opinion that too much effort may be expended in trying to modify the behavior of the "new" non-traditional student found in increasing numbers in higher education in general, and the community college in particular. She believes the colleges need to do the

adjusting. Cross (1971) feels the colleges have neglected change, and as a result, she states:

> The present tendency among writers to overemphasize needed changes in the school system seems justified for the simple reason that until now it has been a one-way street, with the student adapting (or failure to adapt) to the demands of the schools. If he did not learn, it was considered his "fault" and he suffered the consequences (p. 54).

The need to expand the scope of knowledge as well as the direction of college instruction can also be noted. Johnson (1969) feels man needs to expand his opportunities to obtain knowledge. He states:

> There is no hierarchy in America which limits man's need for knowledge. Nor must there be any hierarchy which limits his opportunity to acquire it. Precisely because of this, education has a solemn duty to equalize educational opportunity and concurrently to divest itself of the pedestrian tools of instruction that sufficed a half-century ago and take aggressive steps in the direction of updating its processes and procedures. Change is required and demanded (p. 29).

Rogers (1967) feels that the traditional methods of college instruction have divided the world of knowledge into artificially created segments which have become outmoded in today's fast changing world. He states:

> The world is changing at an exponential rate. If our society is to meet the challenge of the dizzying changes in science, technology, communications and social relationships, we cannot rest on the answers provided by the past but must put our trust in the processes by which new problems are met (p. 717).

General Education has been traditionally viewed by higher education as the process by which students were

educated for the task of living. However, the traditional thrust of general education has not universally met the needs of today's college student.

Sanford (1967) presents a view of general education that is far broader than has been generally espoused by most colleges. He contends that over specialization of higher education must be counter balanced by a view that general education is global to the extent that it is "aimed at developing the individual's potential as fully as possible. Introducing the student to a range of subjects and ideas, as in survey courses--sometimes called general education--is not the essential thing. . . (p. 77)."

Crookston (1970) feels that a convergence of counseling and teaching could provide a learning model better suited to the personal needs of students. He views this as an emerging theory of human development in higher education which could then begin to help students discover what is known, and apply this knowledge to their own personal understanding. According to Rogers (1967), "a way must be found to develop within the educational system as a whole, and in each component, a climate conducive to personal growth (p. 718)." The growth of the individual should be the focal point of the educational process. Thus it is apparent that educators must direct curriculum toward meeting these human needs in students. A vital component of job and

life success is not simply skills training, but the development of humanness. The traditional forms of general education are out of date, and do not meet the personal needs of students (Ludwig, 1973).

Gleazer (1973) expresses the need for humanizing education by calling for a diversification of education beyond high school. He feels our society is calling for people not only qualified as technicians, but as persons. The movement toward this change in curriculum should probably be directed toward meeting the seven vectors of human development outlined by Chickering (1969): competence, emotions, autonomy, interpersonal relationships, purpose, identity, and integrity.

This movement away from pure skills oriented education, and toward an attempt to address the personal needs of students has been called affective, or confluent, education. Brown (1971) describes this form of education as dealing with the non-intellectual side of learning. Confluent education would specifically deal with student emotions, feelings, interests, values, and character.

If a general move toward confluent education occurs, it could contribute positively toward student learning according to a United State Office of Education study conducted by Remanis, and reported in Callahan and Lake (1973). Remanis found that "among the student characteristics

that showed the strongest positive relationship to learning effectiveness were self-concept of academic ability and internal reinforcement control (p. 36)." Debilitating anxiety had a negative relationship to student learning effectiveness. The Remanis study also showed that students learned most with an instructor that was oriented toward meeting student interests rather than merely emphasizing subject mastery.

Positive changes can result from the Human Potential Seminar experience, a form of confluent education introduced by Otto and McHolland at Kendall College, Evanston, Illinois. Kleemann (1972) found that students exposed to the Human Potential Seminar experienced "positive changes more significantly on all scales (Wrightsman Philosophy of Human Nature Scale) to a greater degree than those students who did not engage in the HPS experience (p. 93)."

Bieniewski (1972) found that a one semester self-development course did have a positive effect on the self-actualization scores of students as measured by the self-actualization construct of the Personal Orientation Inventory. Bieniewski (1972) also observed that "by virtue of the college living-learning environment the experimental group as well as the control group moved in a positive direction on the self-actualization construct of the Personal Orientation Inventory. It is interesting to

consider the possibility that the experimental group might have affected the control group due to living together in the same residence hall (pp. 86-87)."

Lake and Callahan (1973) reported the results of a project that was organized to "radically" change the direction of a community college in New York State in 1972. The ultimate goal of the project was to produce "a more responsive and humane way of learning throughout the college (Introduction)." The objectives included the formation of a Task Force on Affective Education which was to encourage the pursuit of the following within the college:

(1) Provide students with 'lasting' learning

(2) Increase the relationship between what teachers think they are teaching and what students are learning

(3) Increase the relationships between acquired knowledge and student behavior (adapted from Lake and Callahan, 1973).

The model presented by Lake and Callahan (1973) for implementing the goals of affective education through a college-wide task force could hold promise for other community colleges.

Moore (1970) also refers to the need for the public community colleges to be more than an institution that

encourages all segments of the community merely to enroll in the school. He states:

> Too often the term open-door is hypocritical rhetoric. It is a catch phrase which implies every student can enroll in the college. Open-door means more than the idea that every student with a high school diploma can go to college. It also means that the student, regardless of his level of achievement, will receive the best education possible in the college commensurate with his needs, efforts, motivation, and abilities. . . The overwhelming majority of two year institutions neither develop the same commitment, establish the same priorities nor utilize the same precision and creativity in development programs and curricula for the educationally disadvantaged student as they do for the able student. This student is one of the academically overlooked--or, perhaps ignored. . . In this way post secondary education has made little or no attempt to manage change or to match the prevailing needs with the time (p. 35).

Trent (1972) reported that junior college students are extremely heterogeneous, and that therefore, generalizations are difficult. Some basic student characteristics were reiterated by Trent (1972): junior college students for the most part were educated in the public schools; the majority did not take a college preparatory course of study in high school; and a majority of junior college students did not make a decision to attend college until late in their high school years, or even after high school.

The primary thrust of a viable educational program for the community college student of today should be directed toward renewal. Ogilvie (1970) feels the community college

needs to become a community renewal college designed to meet the varying needs of the community it serves. The public community college should attempt to include a degree of flexibility in its program which is sufficient to meet the needs of the heterogeneous student population referred to by Trent (1972).

The needs of the "high risk" student in particular are not being met through the current community college offerings (Roueche and Kirk, 1972). They state:

> A recent survey of community college programs and priorities found that there was no strong commitment (as evidenced in the stated priorities of college presidents) either to the development of programs for disadvantaged students or to the college's role in solving social, economic, or political problems in the service area (p. 80).

The community colleges have become the fastest expanding segment of public education due to the fact that the community college is increasingly viewed by the public as the realization of a dream for universal post-secondary education (Moore, 1973). However, Moore (1973) feels there is evidence showing the inability of the community college to meet the needs of the community as a whole. The community colleges appear to need a reaffirmation of their previously stated community-centered goals (Moore, 1972). In order to do this, "The community college must overcome the hurdles of financial resource and the opposition of those who believe that too many young people are already in college (p. 83).

The public community college has the potential to fulfill its goals. The community college has been labeled as the "new opportunity college" (Birenbaum, 1971). He also feels that the public community college can best serve the public need by being in the front line of higher education innovations in the United States.

Although Johnson (1969) expressed a concern that the degree of change in the community college is similar to that in other segments of higher education, he does feel that the community junior college holds promise for future change because: (1) of their rapid growth, innovation, and experimentation directed towards improvement is most prevalent in the community college; (2) of their relative newness, the community colleges are not hampered by the restriction of long established traditions; and (3) sizeable numbers of community college students transfer to senior institutions, some of the community college innovations can affect established institutions.

Gleazer (1968) also expresses considerable optimism in regard to the potential of the "new" higher education institutions, the public community colleges. He points out the community college became "both the catalyst to stimulate a community consciousness, and the product of the consciousness (p. 20)." The community college in many ways became

the symbol of the "American Dream," so often denied in the past to all of its citizen. The community colleges became, according to Gleazer (1968), "eclectic and opportunistic, the college had its force and meaning rooted in the urgent needs of community life. . . among the ways to a better life none was more important than education (p. 20)."

It appears that the time is past due for some institutional renewal at all levels of higher education. Gardner (1968) feels that human institutions require periodic redesign. He is concerned because in all of history with all the immensely varied principles on which societies have been designed and operated, no people has seriously attempted to build a society or an organization which would take into account the aging of institutions and to provide for their continuous renewal. Hopefully this redesign of institutions can occur today within higher education in the United States.

The survey of the literature revealed that there is a need for a new educational model to better meet the needs of today's student for the following reasons:

(1) The need for existence of a renewal and periodic change in societal institutions can be supported from both a historical and psychological perspective.

(2) The public community colleges have been labeled major agents of change in higher education. What is

needed in the way of change in the public community colleges is NOT a new direction, but a fulfillment of previously stated educational goals and objectives. (3) Higher education must begin to directly address the affective developmental needs of today's college students. These personal needs of the "new" student must be addressed within the institutional settings.

## The Third Force Psychology and Its Influence on Education Programs

The ultimate goal of Humanistic or Third Force psychology is to prepare a complete description of "what it means to be alive as a human being (Bugental, 1967, p. 7)." This humanistic view of life is presented as a contrast to previously advocated views of psychology which were far less optimistic in their orientation. The challenges for the Humanistic psychologists are broadly stated by Bugental (1967):

> 1. Develop adequate methods and criteria for a true science which is yet a human-oriented one.
> 2. Demonstrate that such a view of man is feasible and is more fruitful in enriching man's life than is a mechanomorphic one.
> 3. Close the gap with physical sciences so that many may survive with dignity.
> 4. Offset the depersonalizing, man-as-object influence of increasing population and mass society so that man may retain and enlarge his domain of subjecthood.
> 5. Explore the 75 to 90 percent of man's potential which today is largely latent (p. 11).

The humanistic psychology movement was established as a Third Force to transcend the limitations of the two

main branches of psychology, behaviorism and psychoanalysis (Maslow, 1970). The humanistic view is a "holistic," non-mechanistic view of man and the development of his potentialities. Maslow (1970) noted that there has been a new humanistic Weltanschuung that has gone far beyond psychology of the past. The new psychology, as viewed by Maslow (1968 and 1970) is far more hopeful and encouraging in its view of man. He feels that this "humanistic view can affect every area of knowledge: economics, sociology, biology and social institutions such as the family, education, and religion (p. 279)."

Maslow (1968) and Severin (1965) feel that the humanistic approach is not anti-science, anti-intellectual, or anti-rational. Maslow (1970) states that "the views of the humanistic psychologist are rather meant to correct the imbalance in Western thought that has downgraded, ignored, or negatively labeled the affective as well as the positive side of man (p. 279)."

Severin (1965) sees the humanistic psychotherapy of Maslow, May, Rogers, Fromm, Whitaker, Malone, and Combs as having a primary aim of helping the individual become the "best possible version of himself as a human being (p. 73)." In order to accomplish this, Maslow (1970) feels we have to re-evaluate our societal conceptions of what is good for man.

Maslow states: "Our conceptions of normality have been heavily changed by cultural relativity, rather than what is good for man. If we redefine normality with what is ideal for man our theories of society must change (p. 279)."

The Third Force view of the human personality is altered from the behaviorist orientations of traditional psychology. Rogers (1961) has adopted the "holistic" concept as the cornerstone of his client-centered psychotherapy methodology.

Sanford (1970) comments on Roger's view of personality: "The phenomenal self is the nucleus of personality organization. . . They argue that the way to change an individual's behavior is to change his conception of himself (p. 32)." Cattell (1950) emphasizes the need for a humanistic view of the personality. He defines personality as "that which permits a prediction of what a person will do in a given situation. Personality is global and can be concerned with all the behavior of the individual both overt and under the skin (p. 9)."

The personality of the individual must be fully understood if we are to try to educate the person to his fullest potential. This can only be done, according to the Third Force psychologists, in the following manner:

> In order to appraise efficiency, creativity, autonomy, and the like, we must observe the whole person engaged in transactions with his environment; and by regarding the

> whole person as a system, we are able to gain some appreciation of his differentiation, integration, flexibility, resilience, soundness, and breadth. (Sanford, 1970, p. 26.)

Without this total perspective on the human personality we will not be able to deal with the chief problem of people in this century--emptiness (May, 1953). These empty people, according to May (1953), do not know what they want and have no clear idea of what they feel.

There is an obvious need to focus on the growth of the individual through the educative process. Maslow (1965) states: ". . . as we begin to know more about legitimate wants and needs for personal growth and self-fulfillment, that is, for psychological health, then we should set ourselves the task of creating the health-fostering culture (p. 23)." In this regard, Maslow (1970) expresses a negative appraisal of the traditionally run higher educational institutions. Unless higher education is concerned with encouraging students to develop independent spiritual value systems, in conjunction with encouraging students to become emotionally open and free, "educational foolishness" results (p. 51). Further, commenting on the typical educational process in higher education, Maslow (1970) feels failure results because institutions are:

> Trying to be value-free, trying to be purely technological (means without ends), trying to rest on tradition or habit alone (old values in the absence of living values), defining education simply as

> indoctrination (loyality to ordained values rather than to one's own)--all these are value confusions, philosophical and exiological failures. And inevitably, they breed all the value--pathologies, e.g., such idiocies as the four-year college degree, three-credit courses, required courses from which there is no exception, etc. (p. 51).

Rogers (1970) sees the encounter group as a logical response to the impersonality found in most institutions of higher education. Rogers (1970) feels that the encounter, self-development type courses attempt to create a healthy psychological climate. According to Brown (1971), this healthy climate should be a significant ingredient in education. Brown (1971) feels confluent education leading towards a healthy climate can be used to describe the educational goal. He states:

> . . . it represents not merely a joining of affective and cognitive emphases in one curriculum but is rather a whole new theory and process of education. There is no intellectual learning without some sort of feelings and there are no feelings without minds somehow being involved (p. 45).

Combs (1972) also comments on the need to prepare persons with more than cognitive skills. He states:

> The educational institution must produce humane individuals, persons who can be relied upon to pull their own weight in society, who can be counted upon to behave responsibly and cooperatively. We need good citizens, free of prejudice, concerned about their fellow citizens, loving, caring fathers and mothers, persons of good will whose values and purposes are positive, feeling persons with wants and desires likely to motivate them toward positive interactions. These are the things that make us human (p. 23).

Dr. James McHolland (1972), Director of the Human Potential Project, Evanston, Illinois, focuses on the identity problems of today's college students:

> Many college students struggle with the identity question of 'Who am I?'; Many students have great difficulty making decisions; Most college students have poor impulse control; The college student is a product of a fact centered, rote memory learning emphasis; The college student has gone to a negative failure oriented identity (p. 123).

Shostrom (1967) describes the type of teaching that could promote student self-actualization and a resolution of student problems:

> Teaching which would help students actualize would be teaching which centers on the interests of student and teachers; encourages full expression of feelings and ideas of students; handles student questions and asks questions skillfully; allows full expression of the teachers' ideas and feelings as well (p. 118).

This climate of a full expression of feelings advocated by Shostrom (1967) and Rogers (1970) can be fostered by a process of group sensitivity training.

Bradford, Gibb, and Benne (1966) state:

> Sensitivity training offers participants involvement in a regime of authentic interpersonal relationships in which processes of self-discovery, through personal confrontation and human encounter are practiced and prized. . . . The immediate gains for the participant are a strengthened ego and improved self-image. The continuing quest, beyond the training, to which the participant is invited, is a personal program of 'long-range individual growth and development,' not the short-run solution of personal or vocational problems (p. 126).

The need to develop the potential of the individual in a group situation is also recognized by Shostrom (1965). He states:

> We are in an age of adjustment where, if the individual does not adapt by consent, he is forced into group modes and preferences, either by authority or popular vote. . . . Neither the group nor the individual can grow and develop fully without the other (p. 4).

Another attempt directed toward student actualization is the "T-group" originated at Bethel, Maine, through the work of Kurt Lewin, Ronald Lippitt, Leland Bradford, and Kenneth Benne (Bradford, Gibb, and Benne, 1964). This sensitivity group is based on several basic Third Force goals:

> (1) Group members become more aware of the enabling and disabling factors in decision-making in groups and of their own behaviors and feelings in groups
>
> (2) Group members utilize the group as a crucible for increasing their own repertoire of skills in managing group processes and their own behavior in groups (p. 272).

The Third Force has also influenced the development of the National Training Laboratories group sessions. The assumptions developed at the National Training Laboratories concerning the learning process are differentiated in the group setting and reiterated by Goldberg (1970), as follows:

> (1) Learning responsibility. Each participant is responsible for his own learning. What a person learns depends upon his own style, readiness and the relationships he develops with other members of the group.

(2) Staff role. The staff person's role is to facilitate the examination and understanding of the experiences in the group. He helps participants to focus on the way the group is working, the style of the individual's participating, or the issues that are facing the group.

(3) Experience and conceptualization. Most learning is a combination of experience and conceptualization. A major T-group aim is to provide a setting in which individuals are encouraged to examine their experiences in enough detail so that valid generalizations can be drawn.

(4) Authentic relationships and learning. A person is most free to learn when he establishes authentic relationships with other people and thereby increases his sense of self-esteem and decreases his defensiveness. In authentic relationships people can be open, honest, and direct with each other so that they are communicating what they are actually feeling rather than working their feelings.

(5) Skill acquisition and values. The development of new skills in working with people is maximized as a person examines the basic values underlying his behavior and obtains feedback on the degree to which his behavior produces the intended impact.

A combination of sensitivity groups and basic Third Force principles has been instrumental in developing the Human Development course at community colleges. Ludwig (1973) states: "Third Force psychology makes important contributions to the Human Development course by further isolating characteristics of human design, differentiating new assumptions concerning learning processes, and exploring the nature of the self-concept (p. 20)." The Human Development course referred to by Ludwig (1973) has become

one of the major vehicles used in many community colleges to individualize and personalize the instructional program for the benefit of the individual student. The development of the Human Development course then becomes the challenge for those community colleges that are attempting to humanize their educational program.

In summary, the Review of Literature revealed that the greatest contribution of the Third Force psychology movement to education has been its focus on the personal development of the individual. The "holistic" concepts of the Third Force contributes in part to the sensitivity group experiences that became part of the educational scene in the last decade, and led to the self-actualization process in education.

Severin (1971) states: "A concise summary of the entire Third Force orientation to psychology is difficult because it is not regarded as a school of thought (p. 11)." However, there is substantial agreement among the Third Force advocates concerning the following statements:

> (1) We experience ourselves and others, not as passively responding organisms who are fully determined by forces we cannot control, but as spontaneous, self-determining persons striving creatively toward self-fulfillment and other goals.
>
> (2) While it is useful to study isolated human processes such as learning and emotion, much more attention should be devoted to investigating the mutual interaction of all the ongoing activities within the integral human individual.

(3) Consciousness is the most basic human process, and every operation of science is wholly dependent upon it. Immediate experience is the fundamental reality, not laws and generalizations which are systematically derived from it.

(4) The traditional concept of psychological research is based upon several postulates of classical physics which are now outdated.

(5) For several decades psychology has been method-centered rather than problem centered. Too frequently the criterion for choosing research topics has not been their relevance to the individual and society but rather methodological considerations.

(6) No science, least of all psychology, can be value free. Instead of avoiding questions of choice and preference, special treatment should be given to such topics as self-actualization, commitment, responsibility, and life goals.

(7) In keeping with its other objectives, Third Force psychology repudiates the traditional goal of prediction and control as its primary aim. Rather it seeks to understand behavior with a view of expanding the individual's autonomy.

## The Human Development Course in the Community College

The Human Development courses currently offered at community colleges are a result of the merging of the student initiated changes of the 1960's, the rejuvenation of the general education movement, the re-direction of student personnel work in higher education, and the growth of the "Third Force" in psychological thought and practices. It has been difficult to pinpoint the exact contributions of each of these areas to the present-day Human Development courses. However, Ludwig (1973) identified the following

factors as contributing to the growth of the Human Development course in the community college:

General Education

1. Comprehensive educational goals stressing humanistic values.
2. The personal adjustment course as a forerunner of the Human Development course.

Human Development Instruction

1. A total framework or program philosophy focused on facilitation of the individual's growth as a person and a learner.
2. The use of the Human Development course as one alternative to create such an educational environment institution-wide.

Third Force Psychology

1. A model of what constitutes a healthy personality intrapersonally and interpersonally.
2. An understanding of learning process which encourage greater realization of human potential.

Student Personnel Work

1. Skilled Human Development course facilitators.
2. A background in group counseling directly applicable to the Human Development course (pp. 51-52).

The title of the Human Development course can differ with the community college setting. The Human Development concept has been embodied in a variety of titles: Human Development, Personal Development, Personal Psychology, and Human Potentials. Human Development concepts are also found in courses covered in traditional academic disciplines such as psychology and sociology. However, the common core of

all the Human Development classes is the emphasis on affective rather than purely cognitive learning. Brown (1971) described this type of education as dealing with the nonintellectual side of learning. This affective side also specifically deals with student emotions, feelings, interests, values, and character. (Brown, 1971.)

O'Banion, Thurston, and Gulden (1972) describe the Human Development course as follows:

> Such a course is a course in introspection: the experience of the student is the subject matter. The student is provided with an opportunity to examine his values, attitudes, beliefs, and abilities, and an opportunity to examine how these and other factors affect the quality of his relationships with others. In addition, the student would examine the social milieu--the challenges and problems of society--as it relates to his development. Finally, such a course would provide each student with an opportunity to broaden and deepen a developing philosophy of life (p. 208).

Creamer (1972) conducted a study to determine the nature and scope of Human Development Instruction programs in the community junior college. As of April 11, 1972, it was found that 120 community junior colleges indicated that they had some type of Human Development Instruction courses in operation. At the time of Creamer's survey, Illinois had the greatest number of community colleges offering some form of Human Development instruction. Ten California community colleges indicated some form of Human Development instruction.

Eight Michigan community colleges had Human Development courses, and seven community colleges in New York indicated some form of Human Development instruction.

A general overview of the scope and design of Human Development courses summarized by Creamer (1972) pointed out the following:

1. The largest percentage of colleges offer one or two courses in Human Development, rarely more than that.
2. The number of sections of Human Development offered varies from 1-50.
3. The largest number of colleges limit their Human Development classes from 8-12 students.
4. Human Development faculty are commonly selected from student services staffs, counseling staffs, or psychology faculty.
5. All respondents said their Human Development program helped improve the self-concept of students.
6. Ninety-three percent said their Human Development program helped establish a more healthy learning climate at their college.
7. Ninety percent said their Human Development programs helped link student personnel to the instruction program.
8. Seventy-nine percent said Human Development curriculum has helped legitimize student personnel services as a "teaching" function on their campus.
9. Seventy-nine percent said their faculty recognizes the Human Development curriculum as a legitimate and worthwhile program (pp. 11-12).

According to Richard De Cosmo (1972), of Moraine Valley Community College, the Human Development courses serve

a wide variety of constructive purposes. The Human Development course can benefit student personnel programs, the community as a whole, and instruction in general. He feels the Human Development courses provide the following:

(1) An opportunity for impact through regular or frequent contact with students

(2) A legitimate marriage between instruction and student personnel services

(3) College credit for important learning experiences

(4) A special vehicle for the use of group processes and experimentive learning

(5) Expansion in the numbers of students with whom we can work

(6) Focus on growth rather than remediation (p. 112).

Ludwig (1973) conducted a study to develop a model Human Development course for the community junior college from a "practitioner's" perspective. The Human Development course model developed by Ludwig followed from a survey of desirable characteristics from the 120 community colleges identified by Creamer (1972) as having Human Development Instruction courses. Eighty-nine usable returns were obtained from practitioners in conjunction with Ludwig's study. The data obtained from the practitioners was supplemented by input from a "Panel of Experts", and by means of a survey instrument. The model Human Development course developed by Ludwig contained the types of course

characteristics, objectives, practices, and evaluation techniques practitioners and experts felt were essential to an "ideal" Human Development course. Following is an overview of the essential elements of the model Human Development course as obtained through Ludwig's survey:

1. Course characteristics--the most highly desired characteristics were student's experience, academic credit, small class size, and basic encounter process. Another desirable characteristic, though not characterized as essential, was availability of more than one form of Human Development course.

2. Course objectives--the three Human Development course objectives with the highest desirability rating were personal development, supportive environment, and personal change courses.

3. Practices--the four objectives receiving the highest desirability rating could all be categorized as basic objectives of any group experiences: build trust, generate feedback, increase self-insight, and encourage risk taking.

   Ludwig felt that additional essential Human Development course practices should include behavioral objectives and basic encounter practices as part of the model Human Development course.

4. Evaluation techniques--the techniques with the highest desirability rating were inservice workshops for facilitators and self-reports. Additional desirable evaluation characteristics included group participating, individual conferences, and follow-up studies.

O'Banion, Thurston, and Gulden (1972), and Matson (1972), feel that Human Development instruction provides the following conditions which contribute to the overall

welfare of the community colleges: such courses generate additional college credit, encourage participative administration of the college, stimulate faculty development programs, student personnel involvement in faculty-administrative-student development, and a renewed commitment to community service. However, the future of the Human Development course will be severely restricted "if it merely revitalizes student personnel work without continuing to grow into other areas of the college where it can revitalize the entire institution. . . then we are clearly missing an exciting opportunity. . . A Human Growth and Development Center for the entire community." (Ludwig, 1973, p. 106.)

Prior to revising the concepts and practices of Human Development Instruction at Sacramento City College, an extensive investigation of Human Development courses at other community colleges was conducted. Particular attention was paid to those existing Human Development courses that could be adapted to a co-disciplinary format as evidenced by their design and practices. The community colleges surveyed had been identified in the literature as having strong Human Development programs in practice.

A variety of features of the Human Development courses at other community colleges contributed to the development of the co-disciplinary model for Human Development courses for Sacramento City College. Seven community college

Human Development programs were surveyed for applicability to the development of the co-disciplinary Human Development model at Sacramento City College. The colleges surveyed, and their contribution to the Sacramento City College model, included the following in addition to a brief description of the respective programs.

Santa Fe Junior College, Gainesville, Florida. The course, BE-100, is the core course of a series of courses that comprise the General Education-Common Program for students at Santa Fe Junior College. The BE-100 course has been described by Mullis (1971) as follows:

> BE-100, The Individual in a Changing Environment, three hours credit. A one-term course of large group (25-30), small group (7-8), and individual interaction and readings designed to foster understanding and application of psychological and emotional growth. The basic class material is the individual and group analysis of the students' experience within an immediate unstructured setting (p. 1).

After completing BE-100, the core experience which emphasizes the personal growth of the student, a student can progress to a series of courses covering a variety of academic disciplines traditionally associated with general education in community colleges. Examples of these courses include: SO-100, The Social Sciences; HM-100, The Humanities; SE-100, The Sciences; MS-100, The Mathematics; and EH-100, The English Language. These six courses are designed without

prerequisites, and each course has meaning within itself. These courses, according to Huber (1973), and the Santa Fe Junior College Catalog, are designed "to help the student see himself in relationship to the world of knowledge and to afford him the opportunity to make good decisions for life experiences (p. 1)."

Two recent course additions to the Santa Fe Junior College Human Development Instruction program, ID-100, Life Experiences, and BE-201, Advanced Behavioral Science, provide a solid basis for the design of co-disciplinary Human Development course models for Sacramento City College. A review of the pertinent features of these Santa Fe Junior College courses that contributed to the design of the Sacramento City College model include the following: (quoted from Huber, 1973, pp. 1-3.)

1. The students will be able to explore and interrelate a concept using ideas and methodologies from six disciplines: humanities, mathematics, English, behavioral science, science, and sociology.

2. Due to the organizational structure of the ID class, closer student relationships and student-instructor relationships will evolve, thus creating a more successful learning environment.

3. The artificiality of the traditional course will be reduced.

4. A more comprehensive variety of experiences permitting a more complete expression of each person's uniqueness will be provided.

5. A greater reserve for educational and vocational planning will be made available by drawing on the various teaching groups in ways that are natural to the expression of their own teaching goals.

6. Involvement in ID will serve as a comprehensive inservice training session for the individual instructors and will broaden their perspectives and thus enhance their effectiveness in their other courses.

Methods of instruction. The topical areas to be explored have a broad general theme. Patterns of Language, Love, Values, Perception are some examples. Within a topical area, more specific areas are identified and explored. Each topic requires about a week to cover. A weekly schedule is prepared for each topic, which outlines the specific ideas to be explored, grouping of students, and scheduling of instructors.

The students are involved in class discussions, field trips, lectures by guests, demonstrations, and a great deal of other experiential activities.

An overview of the course, ID-100, which covers broad areas of human behavior, deals with the process involved in becoming human. The topics covered in the course include (adapted from materials presented by Huber, 1973):

I. The universe outside of us

A. Conceptions of reality

1. Process used to understand the universe

2. Views of reality--man's expression

3. Man's inward synthesis of his reality

B. Perception

1. How does man perceive

2. Variables in perception

3. Deviations in perception

4. Improvement of individual perception

II. The nature of the human organism

A. Sexuality

B. Food and nutrition

C. Values

III. Social interactions between humans

A. Language and communication

B. Self-disclosure

C. Love

An overview of course objectives for BE-201, Santa Fe Junior College, reveals that the development of the student's self-awareness is the focus of the class. The course catalog described the course as follows:

> The course will focus on special areas such as Career Development, Personal Growth, Relationships, Creativity, Environments and Social Structures. Teaching methods will be primarily experiential. Attempts will be made to integrate concepts, experiences, and generalizations in ways that will relate the school discipline to objects and events within one's environment (Huber, 1973, p. 1).

Prerequisite--BE-100, or equivalent.

The BE-201 course complies with the stated goals of the college in the following areas (Huber, 1973):

1. Encourages the student to clarily his/her system of moral and spiritual values in order to more fully

understand one's relationship with significant others and oneself and to enhance one's ability to create deeper and more satisfying commitments.

2. Encourages personal growth by assisting one in honestly assessing his/her strengths and weaknesses and by helping one to discover effective techniques for fostering individual growth.

3. Explores potential careers in the context of values, interests, and educational goals, thus integrating one's college experience with his broader life within the community.

4. Enhances self-acceptance by encouraging self-trust through positive experiences structured to tap the creative resources within the individual and by so doing, increase his appreciation for the creativity of others.

5. Integrates the total person by emphasizing the unity of the mind-body-spirit in ways that challenge a student to explore his/her biological and physical environment and the significant interactions with all other environments.

6. Examines the social environment, the expected roles, the reasonable responsibilities of citizens and one's relationship to the home, school, community, nation, and the world (p. 2).

The methods of instruction for the class are process rather than content oriented. The methods for the class are designed to assist students in "conceptualizing relationships operationally." (Huber, 1973, p. 4.) Huber (1973) adds, "Thus our aim is to integrate the concept, experience and generalization in ways that will facilitate independent learning. Our methods must relate school disciplines to objects and events within one's environment (p. 4)."

Chemeketa Community College, Salem, Oregon. The course, Business Administration 204: Development of

Personal Potential, is taught by Dr. Joseph L. Kleemann, through the Business Division. Dr. Kleemann (1972) has had extensive experience as a facilitator of Human Development courses following the Human Potential seminar format of Kendall College.

Following are the features of the BA 204 course at Chemeketa Community College that were applicable to the development of a co-disciplinary Human Development course model for Sacramento City College (Quoted from Kleemann, 1974, p. 2):

> Course Description and Objectives. In this positive information seminar you will have an opportunity to get to know yourself and others in more positive ways with a view toward increasing your success potential in the career situation. Technical skills and classroom learnings alone do not equip the student with the ability and confidence to succeed in the world beyond schooling, nor do they satisfy the student's needs for self-expression, self-understanding, and belonging.
>
> This course will introduce you to positive methods of presenting self and dealing with others. Through guided interaction in a small group, and through systematic discussion of participants' satisfying experiences, values, strengths, goals--plus a term Self-Development Project--this seminar aims to enhance your career success potential.

Activities in BA 204 involve specific requirements for attendance (deemed essential by the instructor), submission of short reaction papers, self-development readings, and a major self-development project. The objectives for

the student's self-development project include (Quoted from Kleemann, 1974, pp. 1-3):

> Behavioral change objective: What is it you will and can do, and/or in what way(s) will your behavior change (from what to what)? Be specific and concrete. You must be able to accomplish your stated objective during this term.
>
> Specific strategy: How do you plan to meet your stated objectives? What are the steps or activities involved? Describe such things as times, places, beginning and ending dates, people involved, materials to be used, how your attitudes and/or behavior will change (from what to what), etc.
>
> Evidence of completion: When will you know that you have met your objectives? How will you show evidence to the class? (Describe such things as changes in feeling or perception, a log or journal, specific activities engaged in, feedback from others, changed situations, new behaviors substituted for old, etc.).

The course, Business Administration 205, Human Relating in Business (TA) is also taught by Dr. Joseph Kleemann through the Business Division.

Following are aspects of the BA 205 course at Chemeketa Community College that contributed to the development of the co-disciplinary model for Human Development at Sacramento City College (Quoted from Kleemann, 1974, pp. 1-2):

> Description. To succeed interpersonally and with self-satisfaction in the world beyond schooling, students need self-awareness and the tools to understand others. To develop sound interpersonal skills, students enrolled in this course will examine their styles of communication with others. This is a seminar on the application of Transactional Analysis (TA--I'm OK, You're OK) in the career situation which encourages you to start re-deciding and changing whatever you wish to in order to become more the person you want to be.

> Objectives. The broadest course objective is to enable the student to increase his/her options in the career situation through the development of substantial skills in 'reading' human behavior. Each student will be thoroughly introduced to Transactional Analysis through lectures/discussion, group exercises, 'homework,' and, hopefully, through the achievement of Intimacy in class. Through selected reading and discussion, and through the development of increased interpersonal skills, within the framework of TA, participants will move toward greater awareness and actualization of their own unique selves in the career situation.

Class activities in BA 205 involve specific requirements for attendance (as does BA 204), a self-development project (as does BA 204), specific reading assignments of three books on Transactional Analysis, two autobiographical sketches, a group action contract (specifying some action the student will take to change during a one week period), and reaction papers designed to "let the instructor know where you are at" (Kleemann, 1974, p. 4) as the student goes through the course.

In an overview of the objectives of these Human Development courses at Chemeketa Community College, Kleemann leaves this message with students:

> You will learn or change in this class by doing or sharing. A seminar format and an objective, quantitatively oriented grading system encourage equal participation by all members of the class, including the instructor (Quoted from BA 204 syllabus, p. 2).

Grossmont College, El Cajon, California. Personal Development seminars are facilitated by members of the

Grossmont College Counseling Department. Even though the Personal Development program at Grossmont does not specifically incorporate a co-disciplinary design at present, the course descriptions did provide an impetus for possible co-disciplinary Human Development course titles to be offered at Sacramento City College. The following Personal Development courses offered during the Spring semester, 1975, at Grossmont College contributed to the Sacramento City College co-disciplinary Human Development model (Quoted from Coons, 1975, pp. 1-2):

> Personal Development 110--The World of Work-Vocation Decision Making: The utilization of a group seminar structure to explore individual interests, values, personality traits, and psychological needs, and relating these individual characteristics to vocational aspirations in our changing world. You will have an opportunity to gather first-hand information about occupations or professions in which you might be interested. You will be given a chance to learn how to write a job resume, complete job applications, and interview for jobs.
>
> Personal Development 113--Individual and Contemporary Issues: The development of creative behavior followed by their application to the solution of personal and contemporary issues.
>
> Personal Development 199--Special Studies or Projects in Personal Development: Individual study, research or projects in the field of personal development under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conference and/or department. May be repeated for a maximum of three units.
>
> Personal Development 299.03--Learning Living Skills for the Physically Limited Person: This class is offered to physically limited and able-bodied people who desire

to share information, experiences, and ideas related to physical disability, and how to use this information to function more effectively as people. The content and goals will be defined by the students and the role of the instructor will be a facilitative one, helping students reach their goals with the resources available.

Personal Development 299.09--Human Liberation: FROM WHAT TO WHAT? An open forum seminar to explore such questions as: In what ways do we erect barriers between people? Can we have units in diversity? What are the values, attitudes, interpersonal relationships, and social structures from which we want to liberate ourselves? In the interest of our survival, what are the alternatives in facing current and future crises?

Personal Development 299.13--Foreign Study and Travel: A discussion seminar in which people who are considering traveling and/or studying in foreign countries and people who have done such traveling and/or studying share information and experiences.

Personal Development 299.14--Developing a Unifying Personal Philosophy: "Those who have a why to live can bear any how." We will look at some of our assumptions, values, and viewpoints in order to better clarify and understand them.

Personal Development 299.17--Mind-Body Enhancement: This course is based upon the idea that mental fitness and physical fitness go hand in hand. Therefore, the emphasis will be to bring about an improved state of balance between mind-body functions. The routine will consist of group rap sessions following a physical exercise period designed to meet the needs of each individual in the group.

Colby Community College, Colby, Kansas. Colby Community College has developed a campus-wide Human Development model. Ludwig (1975) reports that the campus-wide model for Human Development at Colby began on March 17, 1973, with the hiring of a full-time director of the Human Development Program. The goals for the Director of

Human Development outlined by the Board of Trustees included the following:

> To create a comprehensive curriculum of human development courses; to lead human development courses; to facilitate operation of a staff development program; to take human development courses out into the community; and to build a campus-wide Human Development Program worthy of national recognition. (Ludwig, 1975, p. 1.)

The comprehensive Human Development Instruction began at Colby Community College in 1973 with the addition of four courses to the curriculum: Developing Leadership, Human Relations, Career Development, and Advanced Human Potentials (Transactional Analysis). The first attempt to introduce a Human Development Program was made in 1970 when James Childers, an English instructor, brought a Human Potentials Class to the campus.

The class in Human Potentials, Sociology 2, introduced a true co-disciplinary perspective to the Sacramento City College panel. The Sociology 2 class has cut across the college to include facilitators/instructors from English, psychology, biology, phisics, mathematics, chemistry, history, allied health, and student personnel disciplines. Ludwig (1975) reported that this diverse group of people led the Sociology 2 classes after completing a year-long training program supervised by the Director of Human Development.

The following aspects of the Sociology 2 class, Human Potentials, contributed to the development of the co-disciplinary model for Human Development (Quoted from Ludwig, 1975, pp. 1-3):

> Description. This course will help each individual look at himself in eight different ways, manage his conflict, plan his life style, name his values, and show his strengths. The course helps the student recognize why he is here and where he is going.
>
> Open to all students.
>
> Objectives. The objectives of the Human Potentials Class are as follows: The participant will
>
> 1. Increase understanding of 'who' he is as a person and what he is doing to be the kind of person he wants to be.
> 2. Increase ability to share with the group by verbally recalling positive experiences from his past that were instrumental in the formulation of his present self.
> 3. Share with the class his strengths as seen by himself.
> 4. Share successes and/or satisfactions with the class and relate the motivational factors.
> 5. Clarify his values and help others identify their values by giving direct feedback to others in the class.
> 6. Set short and/or long range goals and relate the achievement to the class.
>
> Learning Units:
>
> Unit I - Self-Disclosure and Feedback.
>
> The purpose of this unit is to allow each individual to talk about himself and receive feedback in a positive setting.

Unit II - Setting Goals.

The purpose of this unit is to show each participant the criteria of effective goal setting and give them experience doing it.

Unit III - Sharing Peak Experiences.

The purpose of this unit is to encourage the sharing and building up of positive experiences.

Unit IV - Analyzing Satisfying Experiences.

The purpose of this unit is to study things you enjoy doing so you can do them more often.

Unit V - Exploring Values.

Everyone has a value system. The purpose of this unit is to help you see your value system clearly.

Unit VI - Affirming Strengths.

Strengths are those things you do which make things go right for you. The purpose of this unit is to enable you to publicly affirm your strengths and discover new ones.

Unit VII - Planning the Future.

Everyone has a distinctive lifestyle comprised of the sum total of the ways he lives. The purpose of this unit is to allow you to explore your own lifestyle and plan to make it more of what you want.

Techniques and Resources. As a positively-oriented human development course, the Human Potentials Class utilizes the participant's own experience and small group interaction techniques to extend the individual's control over his own life.

Evaluation. The student and facilitator will assign the grade for this course. The learning and the grading are joint responsibility. (Contracts as per grade desired are made with the student.)

According to Ludwig (1975), "The area of Staff Development is an integral part of the Human Development program for all college personnel including faculty, administration, trustees, student personnel workers, secretaries, and other support staff (p. 4)." This total commitment to a Human Development model by an entire institution was thought provoking to the local panel at Sacramento City College. The ultimate need to include a college-wide inservice component utilizing Human Development concepts appears to be well documented.

Moraine Valley Community College, Palos Hills, Illinois. The Human Development model at Moraine Valley Community College is built upon the concepts of the Human Potential Seminar developed under the auspices of the Stone-Brandel Foundation and Kendall College by Drs. James McHolland and Herbert Otto (O'Banion, 1972). The concepts of the Human Potential Seminar were adapted to form a central integrative course entitled Psychology 100-Human Potentials. The seven basic phases of the Human Potential Seminar are based on the following assumptions reiterated by Creamer (1972), Ludwig (1973), and McHolland (1972): (1) every person is gifted; (2) self-concept is learned, not inherited; (3) self-concept, like behavior, can be

modified; (4) all persons are motivated; and (5) all persons are capable of learning to run their own lives in a responsible fashion.

The Moraine Valley Community College Psychology 100 course provided the local Sacramento City College panel with direction in the following areas (Adapted from De Cosmo (1972), O'Banion (1972), Ludwig (1973), and Staehle (1973):

> Description (Psychology 100-Human Potentials). Seminar designed so each student can help himself become aware of his potential through discussion of his achievements, strengths, values, and goals. Group participation. (2 contact hours.)
>
> Objectives.
>
> A. General objectives:
>
> 1. To increase the self-motivation, self-affirmation, and self-determination of the individual.
>
> B. Behavioral objectives:
>
> As a result of participation in Psychology 100, each individual should be able to:
>
> 1. Relate positive formative experiences in his life.
> 2. Listen for meaning in others' statements.
> 3. Communicate positively with other students.
> 4. Set and achieve goals.
> 5. Relate peak experiences in his life.
> 6. Analyze experiences giving him satisfaction, achievement and success for his own motivators.
> 7. List and relate his own values.
> 8. Acknowledge his personal strengths.
> 9. Plan long-range goals to set his own lifestyle.
> 10. Resolve conflicts based on his own values.

Student Emphasis. The seminars focus on individual discovery and immediate group reinforcement of the personal strengths, capacities, and success experiences. The individual's personal experience is the content.

Organization and Staffing. The student personnel staff is responsible for developing, offering, supervising, and evaluating Psychology 100.

All professional and semi-professional student personnel staff are trained in Human Potential Seminar process originated at Kendall College. Training means experiencing the process, co-leading with an experienced facilitator, and finally leading Psychology 100 sections under supervision.

Evaluation. Consistently good reception of Psychology 100 by students has led to its growth and reflects its strong positive influence (Staehle, 1970).

Staehle (1973) and Ludwig (1972) report that the Spring, 1972, results of locally designed evaluation of Psychology 100 found these percentages of students strongly agreeing with the following statements: increased my feelings of worth (90%); helped me form the habit of setting measurable goals (74%); helped me gain a greater degree of control (67%); helped me become aware of my values (83%); and helped me realize that conflicts can be managed (72%).

Broward Community College, North Campus, Pompano Beach, Florida. The Psychology 101 class at Broward Community College is designed to encourage the student to initiate a self-development program of his/her design. According to Cox (1974), "Emphasis on human development carries an overall theme of actualizing the potential of the emerging you (p. 1)."

The class activities include typical human development oriented activities such as autobiographical sketches,

reaction papers on books and articles, weekly goal reports, and a self-development project. The Psychology 101 class encourages the student to plan for self-development over an extended period of time.

The Psychology 101 class at Broward Community College provided for the local Sacramento City College panel the following overview of possible Human Development Course content areas (Cox, 1974, p. 1):

Description.

Content areas:

1. Self-exploration
2. Life-style planning
3. Personal strengths
4. Successes
5. Values
6. Goals
7. Untapped potential
8. Human relations
9. Healthy personality
10. Role of feelings in learning and behavior
11. Helping relationship
12. Growth processes, principles and concepts
13. You.

Objectives. According to Cox (1974), the long range objectives of the Psychology 101 class are twofold:

1. Enhance your capacity to define your own self-development goals; and

2. Help you develop alternative processes/experiences to reach your goals (p. 1).

Additional course objectives are:

1. Increase positive feelings about yourself;

2. Increase the quality of your interpersonal relationships;

3. Increase your self-knowledge;

4. Increase your understanding of and regard for others;

5. Increase your conscious involvement in discovering who you are and in creating who you want to be;

6. Increase awareness of the freedom, control, and responsibility you have in directing your own life;

7. Increase awareness of your potentialities; and

8. Increase your self-motivation. (Cox, 1974, p. 1.)

According to Cox, Chickering's seven vectors of development for human concerns are the conceptual basis for the Psychology 101 course.

El Centro College, Dallas County Community College District, Dallas, Texas. Wesson (1973) states:

> Since the nature of the Human Development program at El Centro College is counseling as well as instruction, the chairman of this division is responsible to both the Dean of Students (for personnel and curriculum recommendations) and the Dean of Instruction (p. 2).

The groups playing an important role in the growth of the Human Development program at El Centro College since 1966 include the members of the counseling staff who taught the Guided Studies and Human Development 106 class; the

counselors, who because of their extensive "group counseling" experiences, formulated the Human Development 105 course; the Guided Studies staff who extended the planning courses to the entire campus; and the Student Activities staff who initiated the request to start a Human Development Division to provide training experiences in leadership and effective group participation. (Creamer, 1972; Ludwig, 1973.) These groups have brought the El Centro Human Development program to its present high level of acceptance. Wesson (1973) described the makeup of the Human Development instructional staff at El Centro as follows:

> Thirteen instructors were from counseling, four from Guided Studies, one from Student Activities, and one from Campus Security. All the instructors have at least a Masters Degree, and five have earned the Doctorate Degree (p. 3).

The effectiveness of the El Centro Human Development program has been difficult to measure in scientific terms. Wesson (1973) reports the following:

> One of the biggest measuring sticks of the Human Development classes has been the acceptance of the classes by faculty members. For example, even though Human Development courses are not required for any course of study or any degree plan, many instructors (especially those in the technical areas) have strongly suggested that their students enroll in a class in the Human Development Division (p. 4).

Two courses in the El Centro Human Development program, Human Development 105--Basic Processes of

Interpersonal Relations, and Human Development 106--Personal and Social Growth, provided the Sacramento City College local panel with the following specific guidelines for formulating course descriptions, topical outlines, and behavioral objectives for co-disciplinary Human Development courses (Quoted from Wesson, 1973, pp. 1-2):

Human Development 105. Catalog statement:

HD 105--Basic Processes of Interpersonal Relations
3 hours lecture
Prerequisite: None

A course in human development designed to explore interpersonal relations through a study of theory and concepts of small group processes and actual participation in human experience. Students will be given an opportunity to participate in experiences planned to increase one's sensitivity to self and others. A variety of activities are planned partly by each class, designed to meet certain specific human needs of the students in the class. Open to freshmen and sophomores.

Behavioral Objectives. The student will demonstrate increased self-awareness through the group process by gaining an understanding of how others view him and react to him by developing an awareness of the way his behavior is influenced by his attitudes, beliefs, and values.

The student will increase the quality and variety of his interpersonal relationships by becoming less ego-centered and showing more concern for others, by becoming warm and empathetic in relations with other members of the group, and by showing an increased understanding of the meaning and interest of the contributions of others, and by becoming more accepting of these contributions.

By participating as a group member and using the text, The Shared Journey, and other related materials, the student will gain a knowledge of the group process.

The student will demonstrate his understanding of the goal setting process by participating in group goal setting and by establishing personal goals to be achieved during the term of the course.

Given the opportunity to participate in three role playing sessions, the student will demonstrate three adequate responses in each situation to the satisfaction of the group and the instructor.

Wesson (1973) gives an overview of the course activities, which reiterates the self-development and human relating focus of HD--105. Course activities include the following:

A. Introduction to group process

1. History of group process
2. Development of techniques

B. The healthy personality

C. Necessity for relating as human beings

D. Human potential development

1. Personal unfoldment
2. Peak experience recall
3. Clarification of values
4. Strength acknowledgement
5. Goal setting

E. Personal motivation

F. Self-exploration

G. Self-evaluation and relationship with others

H. Use of feedback in interpersonal communication

I. Life-style planning

Human Development 106. Catalog statement:

HD 106--Personal and Social Growth
3 hours lecture
Prerequisite: None

A course in human development dealing with the process of personal and social growth emphasizing the human dynamics of relating to influences largely outside one's own sphere of control. Class activities will focus on developing a realistic and accepting understanding of self, developing an adequate understanding of the social influences which have developed the self, and developing an attitude necessary for proper adjustment in family, school, and society. Open to freshmen and sophomores.

Behavioral Objectives. Given a set of general objectives for this course, the student will list a minimum of five specific objectives which he wishes to accomplish during the course.

The student will complete a series of psychological tests. Given the results of these tests, the student will be able to participate in the establishment of his appropriate life goals--educational, vocational, and personal.

The group will participate in a brief, but comprehensive, unit on study skills if the need for such is demonstrated.

The student will read a minimum of five selections from the "Article" Reading List and two selections from the "Book" Reading List.

The student will demonstrate an understanding and sensitivity to the needs of others. He will show this by his ability to listen and give meaningful feedback to others in the group and by his willingness to receive help from these same others.

Wesson (1973) gives the broad areas of concern covered in HD--106:

A. Introduction to interpersonal growth

B. Concepts relating to interpersonal relations

1. Exploring one's own behavior
2. Exploring the influence of one's behavior on others

C. Self-exploration

1. Examination of one's attitudes, beliefs, and values
2. Examination of one's behavioral motivations
3. Examination of one's total communication with others

D. Societal influences on the self

E. Satisfactory adjustments of self

1. Family
2. College
3. Occupation

F. Developing life perspectives

In summary, the review of the literature revealed the following common characteristics of Human Development courses offered at the community college:

1. Human Development courses at public community colleges involve students in some form of basic encounter experience during the course activity. Human Development courses generally involve instructors who have had background and training in facilitating encounter groups. In order to facilitate the encounter experience, the Human Development course generally limits enrollment from 10-15 students.

2. Human Development courses at community colleges all have a common long-term goal: the optimum development of the student's self-concept. This goal has been met through a wide variety of Human Development course titles, activities, and behavioral objectives.

3. A co-disciplinary course model for Human Development instruction has been implemented successfully at other public community colleges. There is no definite academic format for the co-disciplinary involvement. This is evidenced by the fact that a wide variety of academic divisions have become involved with counselors in Human Development activities at various community colleges.

4. Human Development courses at community colleges are formulated on fundamental psychological principles associated with the "Third Force" psychology movement. The courses are developmental in their approach, and appear to be optimistic in their outlook.

Chapter 3

# DESIGN OF THE STUDY

The objectives of this study were:

1. To develop a model for a Human Development course that is co-disciplinary in its design and corresponds to the personal characteristics of a representative sample of Sacramento City College students as measured by a standardized test instrument, the Omnibus Personality Inventory (O.P.I.).

2. To expand the present scope of the Human Development Instruction program at Sacramento City College to include members of the counseling staff and the teaching faculty as co-facilitators and developers of Human Development classes.

To achieve the above objectives, the investigator (1) assessed the scope and content of community college Human Development Instruction programs through a review of related literature and other information sources, (2) administered the O.P.I. to a representative sample of 514 Sacramento City College students, (3) organized and facilitated the activities of a Local Panel comprised of Sacramento

City College faculty, counselors, students, and administrators, (4) surveyed the Local Panel to ascertain the desirability of various Human Development course characteristics utilized at selected community colleges, (5) facilitated the development of a model co-disciplinary Human Development course entitled "Living and Working in Sacramento," (6) critiqued the Human Development course by surveying a National Panel of Experts identified through a review of related literature, and (7) developed a model co-disciplinary Human Development course based on input from the Local Panel and the National Panel of Experts.

Three instruments, the Omnibus Personality Inventory, Form F, the Human Development Course Rating Scale, and the National Panel Reaction Instrument, were used to fulfill the objectives of the study. The O.P.I. was used to obtain a standardized measure of the personal characteristics of students. The Human Development Course Rating Scale was developed by the investigator. It was designed to identify the organization patterns, course objectives, and implementation strategies preferred by the Local Panel. The National Panel Reaction Instrument was also developed by the investigator. It was designed for the National Panel of Experts to evaluate the proposed Sacramento City College co-disciplinary Human Development course, "Living and Working in Sacramento."

The model co-disciplinary Human Development course was finalized by selecting the co-disciplinary Human Development course characteristics considered most desirable by the respondents to the two survey instruments. The final co-disciplinary Human Development course model is a descriptive statement of what should comprise the ideal course for Sacramento City College students. The model is intended to serve as a standard of reference for other community colleges planning to engage in Human Development Instruction that involves instructors and counselors as co-facilitators and co-developers.

## REVIEW OF THE LITERATURE

The literature was reviewed to determine various characteristics, objectives, and practices of existing Human Development courses in community colleges across the country. The investigator was guided in the review of the literature by the following assumptions:

1. There is a need for change in the instructional delivery system in higher education to meet the needs of the "new" student.

2. The contributions of "Third Force" psychology to the instructional programs in higher education have resulted in student-centered courses.

3. The characteristics of the Human Development courses currently being offered in other community colleges can provide insight for course planning.

Information gathered from the review of literature was summarized and major trends in Human Development Instruction were noted. The data were then reviewed and incorporated into the model co-disciplinary Human Development course developed by the Local Panel, and subsequently reviewed by the National Panel of Experts.

## THE LOCAL PANEL AND THE NATIONAL PANEL OF EXPERTS

### Local Panel

The Local Panel was comprised of eight persons at Sacramento City College. The investigator asked seven people associated with Sacramento City College to join him on the Local Panel which was formed to facilitate a co-disciplinary Human Development course model. The seven people were selected primarily on the basis of their previously expressed interest in the Human Development Instruction program at Sacramento City College. The Local Panel included: Douglas Stinson, Rhoda Wentsch Crowley, Edwin Stupka, Robert Laskey, Ken Tramiel, Cynthia Mariano, James Quierolo, and Gerald Cias. The eight Local Panel members represent the following varied backgrounds:

1. Douglas Stinson--Mechanical-Electrical Technology instructor. Mr. Stinson is a former member of the Sacramento City College Curriculum and General Education Committees.

2. Rhoda Wentsch Crowley--Health Education instructor. Dr. Crowley has been instrumental in revising the Sacramento City College Health Education curriculum, and has published a textbook currently used at Sacramento City College.

3. Edwin Stupka--counselor and Human Development facilitator and a member of the Sacramento City College Staff Development Committee. Dr. Stupka has appeared as a presentor at various professional meetings on panels discussing the Human Development program at Sacramento City College.

4. Robert Laskey--counselor and Human Development facilitator. Mr. Laskey has proposed and facilitated five Human Development course sections as part of the Human Development program at Sacramento City College.

5. Ken Tramiel--graduate counseling intern at Sacramento City College. Mr. Tramiel has done research on the effectiveness of Career Development practices as they relate to the Black student in community colleges.

6. Cynthia Mariano--graduate counseling intern, and alumnus of Sacramento City College. Ms. Mariano has facilitated a number of counseling groups dealing with Women's Awareness and Chicano concerns at Sacramento City College, California State University at Sacramento, and University of California at Davis.

7. James Quierolo--graduate counseling intern and alumnus of Sacramento City College. Mr. Quierolo has facilitated several groups at California State University at San Jose, and at social agencies in the San Jose area. He also co-facilitated the Human Development course, "Today's Male," at Sacramento City College during the Spring, 1975, semester.

8. Gerald Cias--Assistant Dean for Counseling Services at Sacramento City College. Mr. Cias, the author of this study, introduced the original proposal for Human Development I to Sacramento City College in 1972. He has served as a Human Development course facilitator in community colleges in Illinois and California. He has also served as a Human Development consultant to community colleges in California, Virginia, and New York.

National Panel of Experts

The membership of the National Panel of Experts was determined through the review of literature. Exemplary

existing community college Human Development Instruction programs were previously identified through the literature survey, and seven schools were contacted by letter (See Appendix A) and invited to participate in the development of the Sacramento City College co-disciplinary Human Development course model. The letters were addressed to those persons at the seven community colleges who were previously identified as being responsible for the organization and implementation of the Human Development program on their respective campuses. The seven individuals who agreed to participate as the National Panel of Experts for the purposes of this study were: Larry Coons, David Cox, George Huber, Joe Kleeman, Terry Ludwig, Phillip Theodoreau, and Jerry Wesson. The seven experts represent the following varied backgrounds within the Human Development and community college movements:

1. Larry Coons--Dean of Counseling at Grossmont College, El Cajon, California. Mr. Coons is also chairman of the Personal Development instruction program at Grossmont College. The Personal Development Instruction program annually enrolls in excess of 800 students at Grossmont College. Mr. Coons has appeared as a presentor at various professional meetings.

2. David Cox--Dean of Student Development at Broward Community College, Pompano Beach, Florida. Dr. Cox has been responsible for the introduction of a co-disciplinary Human Development Instruction program at the North Campus of Broward Community College. Dr. Cox has published various articles on student development and counseling, and has appeared as a presentor at several professional meetings.

3. George Huber--Director of Counseling at Santa Fe Community College, Gainesville, Florida. Dr. Huber is chairman of the Basic Education Studies Program at Santa Fe Community College. The Basic Education course series at Santa Fe Community College has long been viewed as the epitome of co-disciplinary Human Development Instruction by community college professionals. Dr. Huber has appeared as a presentor and consultant at various professional meetings across the country.

4. Joe Kleemann--Consultant to Business Division, Chemeketa Community College, Salem, Oregon. Dr. Kleemann has been responsible for the integration of the Human Potential Seminar and Transactional Analysis into various courses at Chemeketa Community College. Dr. Kleemann has written several professional articles on the Human Potentials Program and Transactional Analysis. He has served as a workshop facilitator for staff development at community colleges in the United States and Canada.

5. Terry Ludwig--Director of Human and Staff Development at Colby Community College, Colby, Kansas. Dr. Ludwig was responsible for the introduction and coordination of an institution-wide Human Development Program at Colby Community College. He also has done considerable research on the development of Human Development courses. Dr. Ludwig has been a presentor at various workshops and professional meetings designed to acquaint professionals with Human Development instruction.

6. Phillip Theodoreau--Dean of Student Development, Moraine Valley Community College, Palos Hills, Illinois. Mr. Theodoreau directs a program at Moraine Valley that is recognized nationally as a model of Human Development Instruction. Mr. Theodoreau has served as a facilitator and consultant at various professional meetings and workshops across the country.

7. Jerry Wesson--Chairman of Human Development Instruction Division at El Centro College, Dallas, Texas. Dr. Wesson has been instrumental in the development of the extensive Human Development curriculum at El Centro College. Dr. Wesson has been a presentor at various Human Development workshops across the country. He has also been a contributor to a number of publications pertaining to the Human Development Instruction program.

## INSTRUMENTS

Three instruments were used in conjunction with this study: The Omnibus Personality Inventory, Form F, the Human Development Course Rating Scale (See Appendix D), and the National Panel Reaction Instrument (See Appendix G).

### Omnibus Personality Inventory

The O.P.I. was used to measure the personal characteristics of the sample. The major purpose of using the O.P.I. was to obtain information about students that could be appropriately addressed by a Human Development course.

According to a review of the O.P.I. by McReynolds, presented in Buros (1972), "The O.P.I. seems to be especially useful with respect to the important intellectual attitudes and values, and probably handles this area better than any other current inventory; in particular it is to be commended for its attention to intrinsic motivational factors in learning (p. 116, Volume I)."

The O.P.I. includes 14 scales ranging in number of items from 20 to 59. The first group of scales is grouped as the Primary Intellectual Scales and includes Thinking Introversion, Theoretical Orientation, Estheticism, and Complexity. Social-emotional Adjustment scales include Social Extroversion, Impulse Expression, Personal Integration, and Anxiety Level. Authoritarian and non-authoritarian

orientation is measured by the Autonomy and Religious Orientation Scales. These scales relate to the Human Development program where self development is the subject matter. No attempt was made to categorize the Altruism, Practical Outlook, and Masculinity-Femininity subtests as parts of a group.

The instrument also has a scale for Response Bias which measures the degree to which the student is motivated to make a good impression. It is used as a check to identify subjects who do not present themselves in a consistent manner.

According to statements in the O.P.I. test manual, made by Heist and Yonge (1968), the O.P.I. is unlike otherwise similar nonprojective personality measures in that it does not attempt to test a specific theory of personality development. The test attempts to deal with the specifics of how an individual reacts to various social situations in an academic setting. The students are viewed by the authors as changing and learning organisms. The measures from the O.P.I. attempt to provide for the user "a differentiating description of students." (Heist and Yonge, 1968, p. 3.)

The use of the O.P.I. for counseling purposes was an aftermath of its development. The applicability of this instrument to counseling is presented in the test manual. The following comments are drawn from seminars and

discussions held by the authors with psychologists and counselors who have used the O.P.I. in counseling activities and are presented by Heist and Yonge (1968):

> . . . Thus counselors have found it especially valuable to obtain data on students' real interest in learning and academic pursuits and to understand whether motivation is intrinsic or extrinsic . . .
>
> Scores on these two scales (Autonomy and Religious Orientation) together with the Complexity Scale have provided counselors with cues about students' readiness for new experiences and ideas . . .
>
> The same data, on intellectual orientation and social-emotional make-up, have assisted counselors in identifying the unusual deviate who demands or needs more challenge from an educational program than most colleges are equipped to give. (It is such bright atypical students who are attacking the failures of existing educational systems . . .)
>
> The four scales composing the social-emotional factor (Social Extroversion, Impulse Expression, Personal Integration, and Anxiety Level) give cues regarding the causes of their difficulties. Counselors report that patterns on these scales are definitely related to a student's freedom to compete and achieve, and to his ability to participate and interact socially (p. 27).

The authors have taken the fourteen O.P.I. scales and through the use of correlation matrices extracted nine factors for broad interpretation. Heist and Yonge (1968) report that the nine factors are based on loading of .30 or higher as measured by the correlated subtests of the O.P.I. The four factors which formed a particularly relevant basis for organizing a Human Development course included: Anti-Intellectual Authoritarianism, a category which contains

Practical Outlook, Autonomy, Complexity, Thinking Introversion, Religious Orientation, and Theoretical Orientation Scales. Heist and Yonge (1968) report that "High scorers on a scale composed of items of this factor would be pragmatic and utilitarian in their orientation to work and ideas" (p. 53); Good Adjustment: Positive Self-Regard, a category which contains Anxiety Level, Personal Integration, Response Bias, and Masculinity-Femininity Scales. Heist and Yonge (1968) report that this factor "represents a dimension of emotional maturity, good psychological adjustment, high self-esteem, and low anxiety" (p. 54); Impulsivity, which contains Impulse Expression, Personal Integration, and Complexity. Heist and Yonge (1968) report that this scale "would be a stronger measure of deviancy and the need to pursue deviant activities" (p. 54); Social Introversion, a category which contains Social Extroversion and Personal Integration. "The high loading on this factor indicates the strength of this frequently measured basic dimension--the interest in working and contending with others or the need to withdraw from them." (Heist and Yonge, 1968, p. 54.)

The O.P.I. results formed a basis for the development of the co-disciplinary Human Development course objectives. The instrument contributed the following information:

1. A factor analysis of the personal characteristics of the Sacramento City College sample.

2. A comparison between the personal characteristics of the Sacramento City College students, and those of a national sample of students obtained from the normative data provided by the O.P.I. Manual.

3. The statistical comparison between the Sacramento City College O.P.I. results, and the National Norms resulted in co-disciplinary Human Development course objectives tailored to the needs of the students at Sacramento City College.

Human Development Course Rating Scale

The primary data gathering instrument for the activities of the Local Panel was the Human Development Course Rating Scale developed by the investigator. The rating scale was designed to: assess the desired characteristics, objectives, and implementation strategies of a model co-disciplinary Human Development course, and to measure the desirability of various characteristics of Human Development courses offered at other community colleges.

Guidelines for the construction of this rating scale were based on design suggestions presented by Schofield (1972):

1. Seek the minimum of information which is meaningful in the circumstances.

2. Ask the questions which you are reasonably sure all respondents can answer.

3. Provide questions which can be answered by a clear yes or no . . . or by marking clear alternatives.

4. Omit any questions which allow a biased answer (p. 189).

The five-point Likert Scale (1932) was utilized to measure the opinions of the Local Panel because it yields reliable scores (Shaw and Wright, 1967). The Local Panel was asked to rate the desirability of Human Development course characteristics, objectives, and implementation strategies.

The Human Development Course Rating Scale was comprised of three parts. Part I contained twelve items related to organization patterns for a co-disciplinary Human Development course. An open-ended question at the end of Part I enabled members of the Local Panel to suggest alternate course organizational patterns.

Part II of the Human Development Course Rating Scale contained fifteen items. The items in this portion of the scale included suggested Human Development course objectives for students. An open-ended question at the end of Part II enabled members of the Local Panel to suggest additional student objectives for the model course.

Part III of the Human Development Course Rating Scale contained six items. These items were intended to ascertain the desirability of various implementation strategies for Sacramento City College. Members of the Local Panel were asked to suggest additional strategies for the introduction of a co-disciplinary Human Development course in an open-ended question at the end of Part III of the rating scale.

National Panel Reaction Instrument

The primary data gathering instrument for the National Panel of Experts was the National Panel Reaction Instrument developed by the investigator. The instrument was designed to obtain from the National Panel of Experts their assessment of the course, "Living and Working in Sacramento," designed by the Sacramento City College Local Panel. The National Panel of Experts was given the proposed course materials, which included the course description, general objectives, student objectives, course tasks, and sequence. The National Panel Reaction Instrument was organized to correspond to items in the proposed course designed by the Local Panel.

Guidelines for the construction of the National Panel Reaction Instrument were identical to those utilized

in constructing the Human Development Course Rating Scale discussed earlier in this report. Research by Ludwig (1973), Shaw and Wright (1967), and Schofield (1969) was utilized to obtain the measure of the opinions of the National Panel of Experts.

The National Panel Reaction Instrument was comprised of 101 items divided into four parts. Part I contained 15 items designed to measure the proposed description of the course, "Living and Working in Sacramento." In addition to the 14 items which corresponded directly to the proposed course description, an open-ended question at the end of Part I was included. The open-ended question enabled the National Panel of Experts to suggest alternate descriptions for the proposed co-disciplinary course.

Part II of the National Panel Reaction Instrument contained 13 items designed to measure the general course objectives for the course, "Living and Working in Sacramento," developed by the Local Panel. In addition to the 12 items which corresponded directly to the general course objectives proposed by the Local Panel, an open-ended question was also included to enable the National Panel of Experts to suggest additional general course objectives.

Part III of the National Panel Reaction Instrument contained twenty items. Nineteen of the items were designed

to correspond directly to the student objectives for the course proposed by the Local Panel. The National Panel of Experts was also given an opportunity to suggest alternate student objectives by means of the open-ended question included as the twentieth response in Part III of the instrument.

Part IV of the National Panel Reaction Instrument contained 53 items. The items in Part IV were divided into seven groups which corresponded to proposed activities of the seven learning modules of the course, "Living and Working in Sacramento." Seven items pertained to Module One, eleven items pertained to Module Two, eight items pertained to Module Five, seven items pertained to Module Six, and eight items pertained to Module Seven.

## SAMPLE

A sample of the Spring semester, 1975, student population at Sacramento City College was asked to take the O.P.I. during the period from March 5 to March 21, 1975. The Spring enrollment at Sacramento City College was approximately 13,300 full and part-time students. A sample of 3.5% of the total student population was obtained by giving the O.P.I. to 514 students.

The majority of the 514 students were enrolled in Health Education classes at Sacramento City College. The Health Education class was selected because it was the only class specifically required as part of all degree programs at Sacramento City College.

Military veterans are exempt from taking Health Education classes if they have completed two years of active duty. Therefore, in order to obtain a representative sample of the 1,000 veterans enrolled in day classes at Sacramento City College, the O.P.I. was administered in two class sections within the Aeronautics Department. The Aeronautics classes provided a sample of 48 male students of which 45 were veterans. The 45 veterans provided a sample of 4.5% of the day veteran population.

The personal characteristics of the 514 Spring, 1975, students who completed the O.P.I. provided a basis for the co-disciplinary model for the Human Development course.

## COLLECTION OF DATA

### Collection of Data from National Panel of Experts

A packet of materials containing a cover letter (See Appendix A), and a return post card (See Appendix B) was mailed to the seven community colleges identified

through the survey of the literature as having exemplary programs in Human Development Instruction.

The cover letter noted why the institution was selected for having an exemplary Human Development program. It included a definition of the process to be used to develop the co-disciplinary Human Development course at Sacramento City College, and asked the person responsible for Human Development instruction at the community college for a future review of the Sacramento City College course model.

Approximately two months after the mailing of the initial letter to the National Panel of Experts, a follow-up letter (See Appendix C) was sent to those institutions who had not returned the post card or submitted course materials to Sacramento City College. The follow-up letter noted the importance of their participation in the study, and requested their return of the post card and Human Development materials at their earliest convenience. The follow-up letter was sent to four of the community colleges previously identified as having exemplary Human Development programs who had not responded to the initial request.

These procedures resulted in all seven of the previously identified community colleges being represented on the National Panel of Experts. Each college also submitted

Human Development materials that were considered during the development of the co-disciplinary course at Sacramento City College.

After the Local Panel completed its deliberations resulting in the course, "Living and Working in Sacramento," each member of the National Panel of Experts received a second packet of materials. This packet contained a cover letter (See Appendix E), a brief overview of the O.P.I. test results for the Sacramento City College sample (See Appendix H), a copy of the proposed co-disciplinary Human Development course developed by the Local Panel (See Appendix F), a copy of the National Panel Reaction Instrument (See Appendix G), and a self-addressed, stamped envelope for return of the National Panel Reaction Instrument to the investigator.

Three weeks after the mailing of the second packet of materials to the National Panel of Experts, all members of the panel had returned the completed reaction instrument to the investigator.

Collection of Data from the Local Panel

Each member of the Local Panel was approached individually by the investigator prior to the initial meeting of the Local Panel. The investigator gave each panel member an overview of the project. The Local Panel

was apprised of the need for their participation in the following activities: a review of Human Development instruction at Sacramento City College and other community colleges, an examination of the O.P.I. test results, a series of discussion meetings leading to the development of co-disciplinary Human Development course/courses, and completion of any survey instruments applicable to the design of the course model. Local Panel members were also asked to do some individual reviewing of Human Development course materials gathered by the investigator during the course of the survey of the literature.

The Local Panel met as a total group eight times during the period of March 31 to May 19, 1975. The meetings were held each Monday beginning promptly at 1:00 p.m. and concluded no later than 3:00 p.m. Attendance at the meetings of the Local Panel was generally excellent. All eight members of the Local Panel were present at four of the Monday meetings; seven of the members were present at two of the Monday meetings; and six members of the Local Panel were present at two of the weekly meetings.

The format for the Monday meetings was essentially the same each week. Meetings began with a review of the previous activities of the Local Panel, and the investigator

presented any additional pertinent data obtained during the week. The other members of the Local Panel presented their concerns and suggestions. The entire Local Panel conducted a "brainstorming" session to formulate additional course information. A summary of activities was compiled for subsequent discussion and review.

The topics covered by the Local Panel in its weekly meetings included the following:

1. First session--introduction of the concept of Human Development courses at community colleges; reaffirm the need for a co-disciplinary Human Development course at Sacramento City College.

2. Second and third sessions--reviewed Human Development course materials obtained from the National Panel of Experts and the survey of the literature completed by the investigator.

3. Fourth session--reviewed O.P.I. test results and identified those Sacramento City College student characteristics which could appropriately be addressed in a co-disciplinary Human Development course model.

4. Fifth session--began to compile the course objectives to be included in the Sacramento City College model.

5. Sixth, seventh, eighth sessions--completion of the primary data gathering instrument, the Human Development

Course Rating Scale. (See Appendix D.) The Human Development Course Rating Scale was distributed to all members of the Local Panel prior to the sixth meeting of the group. The results of the course rating scale were discussed at subsequent meetings, and the Local Panel used the scale results as a guide to compile the essentials of the proposed Human Development course, "Living and Working in Sacramento."

## TREATMENT OF DATA

The statistical analysis employed in this study was developed in consultation with the investigator's advisor, the local professional serving on the MRP committee, and advice from other research specialists at Sacramento City College.

The statistical analysis for the treatment of the data obtained from the O.P.I. test results involved two procedures:

1. A t test for independent data was computed between the means of the Sacramento City College sample and the National test norms on each of the fourteen sub scales of the O.P.I. A minimal significance level was set at .05 to determine if there were any differences between Sacramento City College students and National Norms.

2. A comparison between the Sacramento City College sample and the National Norm sample on the Intellectual Disposition Category of the O.P.I. was obtained by the use of a simple percentage comparison. The frequency and percentage of distribution of the Sacramento City College sample in each of the eight Intellectual Disposition Categories was compared to the National Norm.

The data obtained from the Local Panel on the Human Development Course Rating Scale was considered to be primary data for the preliminary development of the Human Development course.

To determine the relative importance of possible co-disciplinary Human Development course characteristics, objectives, and implementation strategies, it was necessary to establish a critical level for responses from the Local Panel on the Human Development Course Rating Scale. Guidelines for the determination of the critical levels were obtained through recommendations made by Ludwig (1973). For the study under investigation, all items on the rating scale which achieved a mean desirability rating of 4.35-5.00 were considered essential for inclusion in the model course. Items rated 3.35-4.34 were considered desirable for inclusion, and items rated 0.0-3.34 were considered to be non-essential for inclusion in the Human Development course model.

The data obtained from the results of the National Panel Reaction Instrument were considered to be primary data for the final co-disciplinary Human Development course model resulting from this study.

To determine the desirability of the various components of the model proposed by the Local Panel, the National Panel Reaction Instrument corresponded directly to the Local Panel's proposed outline for the course, "Living and Working in Sacramento." To determine the relative desirability of the various components of the course proposed by the Local Panel, it was necessary to establish a critical level for responses for the National Panel of Experts. The guidelines for the determination of the critical levels of responses to the National Panel Reaction Instrument were identical to those used by the investigator to analyze the data obtained from the Local Panel on the Human Development Course Rating Scale. All items on the National Panel Reaction Instrument which achieved a mean desirability rating of 4.35-5.00 were considered essential for inclusion in the final model. Items rated 3.35-4.34 were considered desirable, and items rated 0.0-3.34 were considered to be non-essential.

## SUMMARY

The objectives of this study were:

1. To develop a model for a Human Development course that is co-disciplinary in its design and corresponds to the personal characteristics of a representative sample of Sacramento City College students as measured by a standardized instrument, the Omnibus Personality Inventory, Form F.

2. To expand the present scope of the Human Development Instruction program at Sacramento City College to include members of the counseling staff and teaching faculty as co-facilitators and developers of Human Development classes.

To achieve the above objectives, the investigator:

1. Assessed the scope and content of community college Human Development Instruction programs through a review of related literature and other information sources.

2. Administered the O.P.I. to a sample of 514 Sacramento City College students.

3. Organized and facilitated the activities of a Local Panel comprised of Sacramento City College faculty, counselors, students, and administrators.

4. Surveyed the Local Panel to ascertain the desirability of various Human Development course characteristics utilized at selected community colleges.

5. Facilitated the development of a model co-disciplinary Human Development course entitled, "Living and Working in Sacramento."

6. Critiqued the Human Development course by surveying a National Panel of Experts identified through a review of related literature.

7. Developed a model co-disciplinary Human Development course basing it on input from the Local Panel and the National Panel of Experts.

Chapter 4

# PRESENTATION AND ANALYSIS OF DATA

## Introduction

The data for this study consisted of responses from three groups. The first group, referred to as the O.P.I. Sample Group, consisted of 622 students enrolled at Sacramento City College during the Spring, 1975, Semester. Of this group, 514 students completed the O.P.I. (See Table 1), and the test results became the basis for the review of student characteristics which contributed to the model co-disciplinary Human Development course compiled as a result of this study.

The second group, referred to as the Local Panel, consisted of eight volunteers who agreed to serve as the developers of a co-disciplinary Human Development course. The Local Panel completed the Human Development Course Rating Scale. One hundred percent, or eight, of the Local Panel members returned usable Human Development Course Rating Scales.

The third group, referred to as the National Panel of Experts, consisted of the seven representatives of

TABLE I

SACRAMENTO CITY COLLEGE O.P.I. SAMPLE GROUP

| Source of Data | Total Tests Administered | Incomplete Tests | Usable Returns | % of Student Body |
|---|---|---|---|---|
| Health Education Classes | 559 | 93 | 466 | 3.5 |
| Aeronautics Classes | 63 | 15 | 48 | .035 |
| Totals | 622 | 108 | 514 | 3.535 |

community colleges identified as having exemplary Human Development course offerings through the review of the literature. One hundred percent, or seven, of the National Panel of Experts returned usable National Panel Reaction Instruments.

The three groups responded to instruments that contributed to the development of the model co-disciplinary Human Development course for Sacramento City College. This chapter presents the responses of the O.P.I. Sample Group (O.P.I. test results), the Local Panel (Human Development Course Rating Scale), and the National Panel of Experts (National Panel Reaction Instrument). The responses of the three groups resulted in the development of the final co-disciplinary Human Development course model.

Omnibus Personality Inventory

The Omnibus Personality Inventory, Form F, was completed by 466 students in seventeen sections of Health Education classes during the period of March 5 to March 21, 1975. The Health Education course is the only class specifically required as part of all degree programs at Sacramento City College. However, military veterans are exempt from taking Health Education if they have completed two or more years of active service. In order to obtain a sample of the characteristics of the veterans enrolled,

the O.P.I. was also administered to two sections of beginning Aeronautics classes, which yielded test results from 48 veteran students. All of the completed tests from both groups were combined to provide the basis for comparison between the Sacramento City College test sample, and the National Norm Sample of the O.P.I.

The National Norms were established from a standardization of college freshmen that included 3540 men and 3743 women representing 37 institutions of higher education across the country. (O.P.I. Manual, p. 11.)

Fourteen t tests for independent data were computed between the means of the Sacramento City College O.P.I. Sample Group and the National Test Norms.

A comparison was made to determine significant differences between the National Norms and the Sacramento City College O.P.I. Sample Group on all fourteen of the O.P.I. subtests. (See Table 2.) A minimal significance level was set at .05 on each of the fourteen sub scores. Significantly higher or lower scores for the Sacramento City College O.P.I. Sample Group were noted and discussed by the Local Panel in conjunction with guidelines described by Heist and Yonge (1968). The comparative analysis of the O.P.I. scores yielded the results as shown in Table 2.

The t test between the test results of the Sacramento City College O.P.I. Sample Group and the National Norms

TABLE II

COMPARISON OF NATIONAL NORMS AND SACRAMENTO CITY COLLEGE TEST RESULTS ON O.P.I.

| Subtest | Sacramento City College Mean | Sacramento City College SD | National Mean | National SD | t Ratio |
|---|---|---|---|---|---|
| TI | 21.4 | 6.9 | 25.3 | 7.9 | 11.14*** |
| TO | 17.3 | 5.1 | 19.6 | 5.7 | 9.20*** |
| Es | 11.3 | 4.9 | 12.2 | 5.2 | 3.91*** |
| Co | 14.6 | 4.6 | 15.3 | 5.3 | 2.92** |
| Au | 24.1 | 7.0 | 23.4 | 8.4 | 1.89 |
| RO | 14.0 | 4.9 | 11.8 | 6.2 | 8.15*** |
| SE | 20.2 | 6.8 | 23.4 | 7.1 | 10.00*** |
| IE | 30.6 | 8.4 | 25.6 | 8.9 | 12.50*** |
| PI | 30.2 | 11.0 | 29.9 | 10.5 | .60 |
| AL | 12.2 | 4.4 | 12.3 | 4.6 | .48 |
| Am | 18.6 | 5.4 | 20.8 | 5.6 | 8.80*** |
| PO | 16.2 | 5.1 | 14.8 | 6.4 | 5.00*** |
| MF | 28.4 | 6.0 | 28.4 | 7.1 | .00 |
| RB | 11.8 | 4.6 | 13.4 | 4.4 | 8.00*** |

Critical Values Needed

.05 = 1.96 = $<$.05 *
.01 = 2.58 = $<$.01 **
.001 = 3.29 = $<$.001 ***

Sample:

Sacramento City College N = 514
National N = 7283

showed that the Sacramento City College Sample Group scored significantly higher than the national norms on three of the O.P.I. subtests; namely, Religious Orientation, Impulse Expression, and Practical Outlook. (See Table 3.)

According to the O.P.I. Test Manual, the "high" score on the Religious Orientation scale for the Sacramento City College Sample Group could indicate that Sacramento City College students "are skeptical of conventional religious beliefs and practices and tend to reject most of them, especially those that are orthodox or fundamentalistic in nature (p. 4)." Additional description of the "high" scores on the Religious Orientation scale suggests that "high" scorers "deny that one must be wary of those who claim not to believe in God, that there is something wrong with a person who lacks religious feeling, that everyone should have complete faith in a supernatural power whose decisions he obeys without question, or that their church or denomination has the only true approach to God." (Heist, Yonge, 1968, p. 6.)

The Local Panel interpreted the "high" RO score to mean that Sacramento City College students do not display a traditional view toward religious thought. They also felt that the Sacramento City College Sample Group was probably more diverse in its religious tolerance than representative college students. The RO score also implied that any Human

TABLE III

O.P.I. SUBTESTS YIELDING SIGNIFICANTLY HIGHER SCORES FOR THE SACRAMENTO CITY COLLEGE SAMPLE

| Subtest | Mean | SD | t ratio | Significant Difference |
|---|---|---|---|---|
| RO(Religious Orientation) | 14.0 | 4.9 | 8.15 | P = <.001 |
| IE(Impulse Expression) | 30.6 | 8.4 | 12.50 | P = <.001 |
| PO(Practical Outlook) | 16.2 | 5.1 | 5.00 | P = <.001 |

Development course suggested by the Local Panel should present a wide spectrum of religious theory in order to be favorably received by students. After much discussion, the Local Panel concluded that no significant effort would be directed toward the religious aspect of student development in the co-disciplinary Human Development course model under consideration. It was felt that there would be great difficulty identifying knowledgeable instructors who could cover the diversity needed in this area.

According to the O.P.I. Test Manual, the "high" Impulse Expression score for the Sacramento City College Sample Group could indicate that Sacramento City College students "have an active imagination, value sensual reactions and feelings (p. 5)." Further description of the "high" O.P.I. scores suggests that Sacramento City College students "often act on the spur of the moment without stopping to think, and that some of their friends think their ideas are impractical if not a bit wild . . . (they) do not subscribe to the statement that they have never done anything dangerous for the thrill of it." (Heist and Yonge, 1968, p. 6.)

The Local Panel interpreted the "high" IE score to mean that Sacramento City College students tend to react on the spur of the moment to situations and people. The Local Panel concluded that the impulsive nature of Sacramento City

College students could, on occasion, lead to demonstrative and negatively aggressive behavior. The Local Panel members felt that the traits inherent in the IE scale should be considered within the proposed Human Development course. It was concluded that a number of small group activities could be included in this course that might assist students' in their interpersonal relations, particularly in helping them recognize their impulsive responses to situations and their effect on others.

According to the O.P.I. Test Manual, the "high" Practical Outlook (PO) score for the Sacramento City College Sample Group implies that Sacramento City College students generally "are interested in practical, applied activities, and tend to value material possession and concrete accomplishments. The criterion most often used to evaluate ideas and things is one of immediate utility (p. 5)." Further traits of the high scorer on this subtest include "preference for short factual questions on tests . . . (students) don't like uncertainty and unpredictability, and believe it is the responsibility of intelligent leadership to maintain the established order . . . ." (Heist and Yonge, 1968, p. 6.)

The Local Panel felt that the "high" score on the PO subtest had significant implications for the overall design of the co-disciplinary Human Development class. The

Local Panel felt it was essential that any Human Development course devised must be organized to include practical concerns that could have some immediate use for the students enrolled. It was felt that if the course was to have widespread appeal and acceptance by students, it would need to include such things as the job interview, job applications, and job information. The Local Panel also thought that the Human Development course activities should include T-group interaction that is purposeful and understandable for most of the students. Furthermore, the Local Panel felt that the PO score obtained from the Sample Group was very much in congruence with their observation of Sacramento City College students as a whole. The Local Panel concluded that the utilitarian viewpoint of Sacramento City College students could not be ignored in the Human Development course as it is ultimately designed.

The t test between the test results of the Sacramento City College Sample Group and the national norms for the O.P.I. showed that the Sacramento City College group scored significantly lower than the national sample on seven of the O.P.I. subtests: Thinking Introversion (TI), Theoretical Orientation (TO), Estheticism (Es), Complexity (Co), Social Extroversion (SE), Altruism (Am), and Response Bias (RB). (See Table 4.)

TABLE IV

O.P.I. SUBTESTS YIELDING SIGNIFICANTLY LOWER SCORES FOR THE SACRAMENTO CITY COLLEGE SAMPLE

| Subtest | Mean | SD | *t* ratio | Significant Difference |
|---|---|---|---|---|
| TI(Thinking Introversion) | 21.4 | 6.9 | 11.14 | P = <.001 |
| TO(Theoretical Orientation) | 17.3 | 5.1 | 9.20 | P = <.001 |
| Es(Estheticism) | 11.3 | 4.9 | 3.91 | P = <.001 |
| Co(Complexity) | 14.6 | 4.6 | 2.92 | P = <.01 |
| SE(Social Extroversion) | 20.2 | 6.8 | 10.00 | P = <.001 |
| Am(Altruism) | 18.6 | 5.4 | 8.80 | P = <.001 |
| RB(Response Bias) | 11.8 | 4.6 | 8.00 | P = <.001 |

According to the descriptive material presented in the O.P.I. Test Manual, the "low" Thinking Introversion score for the Sacramento City College Sample Group could indicate the following characteristics among Sacramento City College students: "dislike reading serious or philosophical works, reading serious poetry, writing reactions to a philosophical point of view or spending leisure time writing essays . . . (p. 5)." Most thinking extroverts (low scorers) "show a preference for overt action and tend to evaluate ideas on the basis of their practical immediate application, or to entirely reject or avoid dealing with ideas and abstractions (p. 4)."

The Local Panel felt that the "low" score on the TI scale was congruent with the Sacramento City College student attitudes manifested by the "high" score on the Practical Outlook scale. The Local Panel felt that these subtest results reiterated the necessity for any Sacramento City College Human Development course design to have immediate value for students; that is, class activities that are not too philosophical or abstract in their approach or design.

The "low" score on the Theoretical Orientation scale could indicate the following characteristics for the Sacramento City College student Sample: "they do not like to read scientific or mathematical articles, or to write

about the possible outcomes of a significant research discovery; prefer having a theory explained to them rather than attempting to understand it on their own." (Heist and Yonge, 1968, p. 5.)

The Local Panel felt that the basically practical, utilitarian, and restricted range of ideas of Sacramento City College students was again reinforced by the results on this subtest. The implication from the TO scale for the Human Development course design was similar to those manifested by the results of the PO and TI scales as the Human Development course model must have practical components within its course outline.

The "low" score on the Estheticism scale indicated the following personality characteristics of "low" scorers according to the O.P.I. Test Manual: (they) "have not dreamed about having time to paint or sculpture, do not like to read about artistic and literary achievements, or to make friends with sensitive and artistic men . . . (p. 5)."

The Es scale results were also considered when the Local Panel reviewed the activities for the proposed co-disciplinary Human Development course. Several members of the Local Panel felt the Es scale measured characteristics that could more appropriately be addressed in humanities or fine arts classes at the college. This initial judgment

on the part of the Local Panel was not surprising in light of the conclusion that Sacramento City College students were practical and utilitarian in their outlook. No agreement was reached on whether additional activity was necessary to address the "low" score on Estheticism in a co-disciplinary Human Development course.

The "low" score on the Complexity scale is described by Heist and Yonge (1968) as indicating the following characteristics for the "low" scorers: (they) "do not like things to be uncertain and unpredictable, do not hate regulations, are not politically radical, and have not had peculiar or strange experiences, . . . and find straightforward reasoning more appealing than the search for analogies and metaphors (p. 6)."

A "lively" discussion was held on the results of the Co subtest. Some members of the Local Panel felt that the Sacramento City College students were more politically radical and in disagreement with regulations on more occasions than might be indicated by the "low" score on the Co subtest. However, it was generally concluded that the "low" score did reinforce the Sacramento City College student characteristics of practicality and utilitarianism. The Local Panel also concluded that students should be presented with specific objectives and tasks in the co-disciplinary Human Development

course in order to establish broad credibility for the Human Development course.

According to the descriptive material presented in the O.P.I. Test Manual, the "low" Social Extroversion score for the Sacramento City College Sample Group could indicate that the students "do not enjoy teas and receptions, and their free time is not usually filled by social demands . . . do not like to take the lead at social gatherings . . . prefer to work alone (p. 6)."

The results of the SE subtest scale did not surprise the Local Panel. They felt that Sacramento City College students are generally too busy working, raising a family, or studying to be interested in traditional social activities. Some members of the Local Panel referred to the failure of most social events on the Sacramento City College campus as being further evidence of non-group orientation of most Sacramento City College students. The Local Panel felt that a Human Development course could provide a viable alternative to the formal social gathering for Sacramento City College students. The Human Development course could also provide a student reference group for those students who are basically not interested in traditional group social activity.

"Low" scores on the Altruism subtest of the O.P.I. are described as indicating the following characteristics among the Sacramento City College student Sample: "they

would prefer to use leisure time to develop a favorite skill rather than to volunteer social or public service work; would rather not have responsibility for other people, tend to be somewhat spiteful, and feel that people pretend to care more about one another than they really do." (O.P.I. Test Manual, p. 6.)

The Local Panel expressed considerable ambivalence when discussing the Sacramento City College results on the Am sub scale. The "low" score was viewed to be a result of the relatively low economic status of most Sacramento City College students. Sacramento City College had the largest financial aid distribution for any public community college in California during the Spring, 1975, Semester according to Mrs. June Wilson, Director of Financial Aid at Sacramento City College. The Local Panel felt that most Sacramento City College students have very little time to exhibit some of the volunteer traits measured by the O.P.I. Am subtest. The Local Panel speculated that students were probably too busy just existing as a student and worker. However, the Local Panel did conclude that Sacramento City College students should become cognizant of the factors that contribute to a helping relationship with others. The Local Panel felt that was imperative because of the high numbers of students at Sacramento City College who indicate they

wish to prepare for work in a helping profession such as nursing, dental assisting, social service, teaching, law enforcement, social welfare, and early childhood education. It was determined that the co-disciplinary Human Development course should address itself to the procedures used to assist others in developing a meaningful relationship.

The Response Bias score is not classified in the same dimension as the other O.P.I. subtests. According to the O.P.I. Manual:

> This measure, composed chiefly of items seemingly unrelated to the concept, represents an approach to assessing the student's test taking attitude . . . low scorers . . . may be trying to make a bad impression or are indicating a low state of well being or feelings of depression . . . low scorers have sometimes felt difficulties mounting so high they could not overcome them, have had periods of great restlessness . . . . (pp. 5,7.)

The Local Panel felt the "low" score on the RB sub scale captured the essence of the need for an expanded co-disciplinary Human Development concept at Sacramento City College. The Local Panel agreed wholeheartedly with the assessment that Sacramento City College students often express a low state of confidence and well being. The Panel felt this characteristic could best be dealt with by emphasizing self-concept and positive support through the t-group experiences that might become part of the co-disciplinary Human Development course.

A final measure of student characteristics offered by the O.P.I. is the Intellectual Disposition Category.

According to Heist and Yonge (1968), "The system used to develop the IDC is a way of classifying or locating persons at certain points on a continuum of intellectual disposition (p. 23)." Specifically, the IDC combines six subtests of the O.P.I. to compare persons on intellectual interests and orientations to learning. The six scales used to arrive at the IDC include: Thinking Introversion, Theoretical Orientation, Estheticism, Complexity, Autonomy, and Religious Orientation. The distinguishing descriptions, however, are provided for the most part by the results and content of the first four scales (TI, TO, Es, and Co). A comparison between the IDC results for the Sacramento City College Sample Group and the National Sample is shown in Table 5.

For comparison purposes, the O.P.I. Manual suggests a clustering of scores on the IDC into groups 1, 2, and 3; 4 and 5; 6, 7, and 8. A statistical comparison was made between the distributions of the samples, and it was noted that the following characteristics of the Sacramento City College Sample were applicable to the discussion of the Local Panel leading to the design of the Human Development course model:

TABLE V

COMPARISON OF DISTRIBUTIONS ON THE INTELLECTUAL DISPOSITION CATEGORIES BETWEEN THE NATIONAL SAMPLE (1287 Freshmen, p. 59, O.P.I. Manual) AND THE SACRAMENTO CITY COLLEGE SAMPLE

| Sacramento City College | | | National Sample | | |
|---|---|---|---|---|---|
| IDC | frequency | % of f | IDC | frequency | % of f |
| 1 | 1 | .001 | 1 | 19 | 1.5 |
| 2 | 6 | 1.2 | 2 | 65 | 5.1 |
| 3 | 25 | 4.9 | 3 | 123 | 13.8 |
| 4 | 55 | 10.7 | 4 | 177 | 21.2 |
| 5 | 128 | 24.9 | 5 | 273 | 33.0 |
| 6 | 194 | 37.7 | 6 | 425 | 33.0 |
| 7 | 68 | 13.2 | 7 | 125 | 9.7 |
| 8 | 37 | 7.3 | 8 | 80 | 6.2 |
| Total | 514 | 99.9% | | 1287 | 100.1% |

1. The Sacramento City College sample had a lower percentage of students in IDC categories 1, 2, and 3. In the Sacramento City College sample, 6.1 percent was in these categories as compared to 16.2 percent of the National Sample. According to the O.P.I. Manual, persons in these categories "tend to reach out for a variety of perceptual and cognitive experiences, many of which are intrinsically meaningful (p. 25)." It should also be noted that, "the majority of institutions will draw fewer than five percent in the top two categories and less than 10 percent in the top three (p. 25)."

2. The Sacramento City College sample had 35.6 percent of its group within IDC categories 4 and 5, as compared to 35.0 percent of the National Sample falling in these IDC classifications. According to the O.P.I. Manual, "The people in IDC 5 can best be defined as neutral on this measured disposition toward intellectual involvement . . . the IDC 5 range tends to approximate the O.P.I. standard score of 50 or slightly higher (p. 25)."

3. The Sacramento City College sample had 58.2 percent of its distribution in IDC categories 6, 7, and 8; the National Sample had 48.9 percent of its sample within IDC 6, 7, and 8. According to the O.P.I. Manual, "the label unintellectual can definitely be applied to persons in these

categories . . . . Persons in Categories 7 and 8 (particularly 8) very seldom express or develop long-range interest in an educational or academic career (p. 25)."

The Local Panel concluded that the IDC results did not yield any additional information that was not already discussed during their summation of the fourteen individual subtests of the O.P.I. Previously the Local Panel had discussed those student characteristics measured by the O.P.I. subtests that it would attempt to address in the model co-disciplinary Human Development course. The IDC results further substantiated the conclusions already reached by the Local Panel that the co-disciplinary Human Development course model for Sacramento City College must include a variety of course activities to maintain student interest and address the student needs as appraised by the O.P.I.

Summary of Sacramento City College O.P.I. Results

The t test for independent data was computed between the means of the Sacramento City College sample and the National test norms on each of the fourteen sub scales of the O.P.I. A minimum significance level was set at .05, which yielded significant differences between the Sacramento City College students and the National Norms on 10 of the 14 subtests. The Local Panel concluded that the O.P.I. test

results showed that the Sacramento City College student sample had the following characteristics:

1. A diverse attitude toward religious thought
2. A tendency to react to situations and people impulsively
3. A high need for a practical and utilitarian viewpoint in situations and learning tasks
4. The expressed need for things to have an immediate value or reward
5. A lack of interest in things that are esthetic in their orientation
6. A generally conforming attitude toward regulations and experiences
7. A disinterest in being part of a formal social goup, and the need to often work alone on things
8. A non altruistic attitude toward other people and situations
9. A lack of self-confidence and positive self-regard
10. A preference for concrete academic activity.

Local Panel Data--Human Development Course Rating Scale

The Human Development Course Rating Scale (Appendix D) was completed by the eight volunteers who comprised the Local Panel at Sacramento City College. The Local Panel

was asked to react to Human Development course organization patterns, course objectives, and implementation strategies that were identified as possible components of the yet to be developed co-disciplinary Human Development course model.

Section I of the Human Development Course Rating Scale was composed of 11 items which were representative of Human Development course organization patterns identified by the Local Panel as existing at other community colleges.

Section II of the Human Development Course Rating Scale consisted of 15 items which were determined by the Local Panel to be objectives commonly associated with Human Development courses at other community colleges.

Section III of the Human Development Course Rating Scale contained six items which were considered by the Local Panel to be possible implementation strategies for the co-disciplinary Human Development course.

The responses to each item in the three sections of the Course Rating Scale were interpreted in terms of a mean desirability rating as indicated by the members of the Local Panel. The mean desirability rating was the numerical average of the Local Panel's responses to the desirability scale for each item. The mean desirability was developed by assigning individual responses a value from "5" (Highly Desirable) to "1" (Highly Undesirable), and dividing the

sum of the individual values assigned by the total number of responses to that item.

To determine the relative importance of the proposed organization, objectives, and implementation strategies of the Human Development course it was necessary to establish critical levels of acceptance for desirability ratings. Inclusion of items in the co-disciplinary Human Development course model proposed by the Local Panel was based on the following critical levels of mean desirability:

1. Essential--must be included--mean desirability of 4.35-5.00.

2. Desirable--should be strongly considered for inclusion in the Human Development course model--mean desirability of 3.35-4.34.

3. Non-essential--should probably be eliminated from Human Development course model--mean desirability of 0.00-3.34.

Each item on the three sections of the Human Development Course Rating Scale was compared individually to the critical levels of desirability. The scale was divided into the following categories for the purpose of analysis: Section I--Course Organization; Section II--Course Objectives; and Section III--Course Implementation Strategies.

Analysis of Data From Section I--Course Organization

The first section, referred to as Human Development organization patterns, contained 11 items which were commonly found in Human Development courses at other community colleges. These items were previously discussed by the Local Panel and felt to be "worth considering" for inclusion in the Sacramento City College course model.

One of the eleven items in Section I was rated as "essential" to the Human Development course model. Five of the eleven items were rated as "desirable" for inclusion, and five of the eleven items were rated as "non-essential" to the Human Development course model. The critical values of the items are presented in Table 6 in rank order.

Item (A-5), "course is offered both day and evening," was considered "essential" to the Human Development course model at Sacramento City College. In the past year there has been a marked increase in interest among evening students to have an opportunity to take a Human Development course. Therefore, the Local Panel felt that the co-disciplinary course should be offered initially in both the day and evening.

Item (A-2), "academic credit given for course in both Human Development and instructional departments with cross-references in catalog," was judged to be "desirable" for the co-disciplinary Human Development course. The

TABLE VI

CRITICAL VALUES OF LOCAL PANEL RESPONSES TO SECTION I OF THE HUMAN DEVELOPMENT COURSE RATING SCALE

| Proposed HD Organization Pattern | Number of Responses | Mean Critical Value |
|---|---|---|
| (A-5) Offered day and evening | 8 | 4.5 |
| (A-2) Credit cross-referenced | 8 | 4.12 |
| (A-1) Class size kept small | 8 | 4.0 |
| (A-6-c) Required for students on probation | 8 | 3.5 |
| (A-6-d) Required of students in selected majors | 8 | 3.37 |
| (A-6-e) Required of all students before graduating | 8 | 3.37 |
| (A-6-b) Required of "undeclared" new students | 8 | 3.25 |
| (A-4) Class attendance only used for grading | 8 | 3.25 |
| (A-6-a) Required for EOP students | 8 | 3.12 |
| (A-3) Course graded A-NC | 8 | 3.0 |
| (A-6-f) Course should be strictly elective | 8 | 3.0 |

Local Panel felt the cross-reference of credit in two disciplines (Human Development and academic department) would be the epitome of co-disciplinary cooperation.

Item (A-1), "class size kept small, 10-15 students per instructor," was considered "desirable" for inclusion in the Human Development co-disciplinary model. The Local Panel felt that any t-group experiences included ultimately in the Human Development course model would be hampered if the class did not have a low teacher-student ratio.

Items (A-6-c), (A-6-d), and (A-6-e) all pertained to whether the Human Development course should be "required" of selected students. The strongest support for requiring the course was for (A-6-c), "students on probation." The Local Panel concluded that a Human Development course, co-disciplinary in its design, would probably benefit probationary students (Below 2.0 or, C, overall grade average). However, even though this was classified as a "desirable" item, the Local Panel concluded that a final determination would be made at a later date after additional institutional dialogue.

Even though items (A-6-d) and (A-6-e) were determined to be "desirable" on the Human Development Course Rating Scale, the Local Panel felt it could not implement the Human Development course requirements for "students in selected majors," and "all students before graduating" until after

the co-disciplinary Human Development course model was carefully evaluated and its effectiveness accepted within the institution.

Items (A-6-b), (A-4), (A-6-a), (A-3), and (A-6-f) were rated as "non-essential" organizational patterns by the Local Panel. Item (A-3), "course is graded on an A, B, C, D, NC basis" was rediscussed by the Local Panel. The Panel concluded that the co-disciplinary Human Development course should be given academic credit, but be graded strictly on a "credit" - "no-credit" basis, eliminating the necessity of grading standards which could be detrimental to student development.

Analysis of Data From Section II--Course Objectives

The second section of the course rating scale dealt with possible objectives for the co-disciplinary Human Development course model. This section contained 15 items which were previously judged by the Local Panel as being "desirable self-development objectives" for students at Sacramento City College. Many of the Human Development course objectives proposed in Section II were also objectives of Human Development courses taught at other community colleges.

The objectives presented by the investigator in Section II were a consensus of the Local Panel's previous meetings. Therefore, it was not surprising to find that the

Local Panel was largely in agreement on the desirability of the proposed course objectives. Eleven of the fifteen objectives in Section II were rated by the Local Panel as "essential" to the course model. The other four objectives presented in Section II were rated as "desirable" for inclusion in the model. None of the objectives in Section II were viewed by the Local Panel as "non-essential." The critical values of these items are presented in Table 7 in rank order.

Items (B-1) and (B-5) were felt to be "essential" components of any Human Development course model. Item (B-1), "students develop an interest in their own personal growth and development," was viewed as a major objective of any co-disciplinary Human Development effort. It was felt that Item (B-5), "students learn to plan for personal change using his/her strengths and abilities," was "essential" to the overall goal of helping students raise their self-concept through Human Development group experiences. Furthermore, the Local Panel viewed these objectives as the cornerstones of any proposed Human Development course model.

Item (B-9), "students learn how to evaluate and use job information," was a component which the Local Panel wanted to include in the model. Sacramento City College students are practical in their orientation, and most students frequently express concerns about finding a suitable job. A component related to the individual career development seemed, therefore, to be imperative to the model.

TABLE VII

CRITICAL VALUES OF LOCAL PANEL RESPONSES TO SECTION II OF THE HUMAN DEVELOPMENT COURSE RATING SCALE

| Proposed HD Course Objective | Number of Responses | Mean Critical Value |
|---|---|---|
| (B-1) Develop interest in personal growth | 8 | 4.75 |
| (B-5) Plan for personal change using strengths | 8 | 4.75 |
| (B-9) Evaluate and use job information | 8 | 4.62 |
| (B-14) Learn to make decisions under stress | 8 | 4.50 |
| (B-8) Clarify values relationship to others | 8 | 4.50 |
| (B-15) Develop a reference group | 8 | 4.37 |
| (B-11) Develop awareness of social and government forces | 8 | 4.37 |
| (B-6) Students learn to make career plans | 8 | 4.37 |
| (B-4) Communicate more effectively with others | 8 | 4.37 |
| (B-3) Student experience basis for course activity | 8 | 4.37 |
| (B-2) Learn to better organize their time | 8 | 4.37 |
| (B-13) Learn how to manage money | 8 | 4.12 |
| (B-12) Learn to talk about their feelings | 8 | 4.12 |
| (B-7) Get along with all types of people | 8 | 4.12 |
| (B-10) Learn college rules and regulations | 8 | 3.37 |

Item (B-14), "students learn how to better make decisions under stress," was felt to be an "essential" objective for the Human Development course model. The results of the O.P.I. Sample Group indicated that Sacramento City College students tend to be impulsive in their reactions. Consequently, the Local Panel felt that the Human Development course model should include some exposure to the development and management of decision making skills. Specific small group experiences would have to be designed to address this "essential" objective.

Item (B-8), "students learn to clarify their own values in relationship to others," was viewed by the Local Panel as being a common component of most Human Development courses being offered in community colleges. The Local Panel felt that some of the values' exercises presented as part of the Human Potential Seminar (McHolland, 1972) would need to be included as part of the Sacramento City College co-disciplinary model.

Items (B-15), "students develop a reference group where they may openly express their concerns," (B-4), "students learn to communicate more effectively with others," and (B-3), "students' experience form the basis for the course activity," were all viewed as fundamental Human Development course objectives. All three of these objectives

have been consistently included as objectives for Human Development courses in community colleges across the country. The Local Panel felt these "essential" self-development activities must be included in the Human Development co-disciplinary course model for Sacramento City College.

Item (B-11), "students develop more awareness of the social and government forces in the community," was felt to be an "essential" component of a Human Development course model for Sacramento City College. Sacramento City College has a high percentage of ethnic minorities enrolled in the school (Thirty-six percent according to the Assistant Dean for Research). For this reason, the Local Panel felt a discussion of the social forces inherent in the community was "essential." Sacramento is the State Capitol of California, and it is essential that there be a discussion of the government forces that affect the community since the daily lives of the students in Sacramento are definitely influenced by the State government.

Item (B-6), "students learn to make career plans based on individual competencies," was also considered an "essential" objective for the co-disciplinary Human Development course model for Sacramento City College.

Item (B-2), "students should learn to better organize their time," was viewed as an "essential" objective for the Human Development course. The Local Panel felt this objective

was important to any student, particularly the students at Sacramento City College, who often hold jobs in addition to going to school. The Local Panel felt that group exercises in goal setting would be generally beneficial and helpful in meeting the objective of helping students to better organize their time.

Four objectives in Section II were rated as "desirable" by the Local Panel. Two of the objectives, items (B-12) and (B-7), were viewed as important objectives. The Panel felt that these two items were compatible with the overall goals of Human Development Instruction and should be included in the Human Development course model. Item (B-12), "students learn to talk about their personal feelings with others," would be fulfilled by many of the small group experiences. Item (B-7), "students develop the ability to get along with all types of people," would also be met as an objective through a variety of the structured group experiences.

The objective in item (B-13), "students learn how to manage their money better," was considered to be "desirable" for the Human Development course model, but it was not included as a specific course objective. Item (B-10), "students learn the rules and regulations of the college," was rated as "desirable." After a rediscussion of this

objective, it was decided by the Local Panel that this objective was "non-essential" to the Human Development course model, and it would not be included as a course objective.

Two members of the Local Panel suggested that an additional student objective should be "to assist students in developing a positive attitude toward work." The other members concurred, and the decision was to include a reference to this in the Human Development course model.

Four additional objectives were suggested by the Local Panel for possible inclusion. However, no additional course objectives were added, as it was determined that these suggested objectives were already covered in the previously agreed upon course objectives.

Analysis of Data From Section III--Course Implementation Strategies

The third section of the Human Development Course Rating Scale assessed the possible implementation strategies for the co-disciplinary course model. Section III of the course rating scale was designed to assess the attitudes of the Local Panel as to future course activities, as well as to finalize the schedule for the Human Development course model. Section III contained six summary items which were previously discussed by the Local Panel.

One of the six strategies presented to the Local Panel in Section III was viewed as "essential" to the implementation of the Human Development course model. Four of the six strategies presented in Section III were viewed as "desirable" to the future Human Development course model. One of the strategies in Section III was viewed as "non-essential" to the course model. The data compiled from Section III is presented in Table 8 in rank order.

Item (C-2), "instructors and counselors are required to attend an in-service meeting prior to course implementation,' was viewed as an "essential" implementation strategy by the Local Panel.

The Local Panel felt that the co-disciplinary Human Development course was unknown concept to the great majority of teachers and counselors at Sacramento City College. Consequently, Human Development course planning and teaching strategies had to be thoroughly examined prior to actual implementation of an effective co-disciplinary Human Development program. The Local Panel concluded that the model formulated as a result of this study was a beginning, and that additional input from professional staff at Sacramento City College would be needed in the future. It was also noted that there was no assurance that the two instructors involved in the Local Panel activities completed

TABLE VIII

CRITICAL VALUES OF LOCAL PANEL RESPONSES TO SECTION III OF THE HUMAN DEVELOPMENT COURSE RATING SCALE

| Proposed HD Course Strategy | Number of Responses | Mean Critical Value |
|---|---|---|
| (C-2) Instructors and counselors attend in-service | 8 | 4.87 |
| (C-1) HD course model offered February, 1976 | 8 | 4.0 |
| (C-4) Students given course outline in advance | 8 | 4.0 |
| (C-5) Evaluation includes pre- and post-test | 8 | 4.0 |
| (C-3) Course should initially be nine weeks or less | 8 | 3.75 |
| (C-6) Sacramento City College offer more than one co-disciplinary course initially | 8 | 3.25 |

in conjunction with this study, would be available during the 1975-76 year to co-facilitate the Human Development course model. If the two instructors currently involved (Dr. Crowley and Mr. Stinson) could not adjust their teaching schedules, any other instructors would need some in-service training prior to co-facilitating the Human Development course model. The Local Panel concurred that a proposal for funding an in-service program for co-disciplinary Human Development instruction should be presented to the College Staff Development Committee for Fall, 1975. Dr. Stupka and the investigator were directed to prepare the proposal for co-disciplinary Human Development in-service and to present it to the Staff Development Committee for approval and necessary funding.

Item (C-5), "evaluation of class effectiveness should include a pre- and post-test measure of students enrolled," was rated as "desirable" by the Local Panel. The feeling was that a thorough evaluation of any future co-disciplinary Human Development course model was desirable. However, no definitive system of pre-post class evaluation was devised by the Local Panel.

Item (C-1), "the co-disciplinary course should be offered beginning February, 1976, if Curriculum Committee approval is granted," was rated as "desirable" by the Local Panel. The Local Panel felt that the co-disciplinary

Human Development course should be offered as soon as possible, concluding that the earliest this could occur would be February, 1976. The College Curriculum Committee approval process generally takes a minimum of three months, and the proposal to offer a co-disciplinary Human Development course could not be presented to the College Curriculum Committee before September 1, 1975.

Item (C-4), "the students should be given a course outline prior to enrollment," was rated as "desirable" by the Local Panel. After considerable discussion, it was concluded that it would not be desirable to present a printed syllabus to students who enroll in the initial sections of the course. However, it was suggested that students should be given an overview of the course prior to enrollment, and a topical outline of proposed course activities at the first class meeting. A printed syllabus would be formulated after the initial evaluation of the course by students enrolled in the class.

Item (C-6), "City College should offer more than one co-disciplinary Human Development course initially," was rated as "non-essential" by the Local Panel. The Local Panel felt additional Human Development course models could be developed as a result of subsequent in-service activities. However, to offer more than one co-disciplinary course initially was thought to be presumptuous. The Local Panel

felt that an expansion of the co-disciplinary course model to include additional sections should take place only if there is a demonstrated student need assessed through testing or student evaluations of existing Human Development course models.

The Local Panel's Consensual Model for a Co-Disciplinary Human Development Course

The Local Panel concluded its activities by developing a consensual model for a co-disciplinary Human Development course. The model was developed after the following activities were conducted by the Local Panel:

1. In-service sessions on Human Development Instruction were completed. The in-service included a careful examination of existing Human Development courses at other community colleges that had course activities that were applicable to the proposed Sacramento City College model.

2. The O.P.I. test results were reviewed, and a comparative measure of the Sacramento City College students' characteristics with National Norms was obtained.

3. The Human Development Course Rating Scale results were reviewed by the Local Panel. The Local Panel used the results obtained from the Rating Scale as a guide to the

completion of the co-disciplinary Human Development course model.

The consensual model developed by the Local Panel was forwarded to the National Panel by the investigator. The Local Panel concluded that the National Panel's reactions to the course model developed by the Local Panel, would result in a model Human Development course to be presented to the College Curriculum Committee for review in the Fall, 1975.

The consensual model developed by the Local Panel, that was forwarded by the investigator to the National Panel of Experts for their review, is contained in Appendix F.

National Panel Reaction Instrument

The National Panel Reaction Instrument (Appendix G) was completed by the seven representatives of community colleges across the country selected to participate in this study. The National Panel of Experts was asked to react to the consensual model for a co-disciplinary Human Development course compiled as a result of the activities of the Local Panel. The National Panel of Experts was asked to respond specifically to the proposed Human Development course entitled "Living and Working in Sacramento." The National Panel Reaction Instrument

included 101 items divided into four parts which corresponded directly to the components of the co-disciplinary Human Development course model compiled by the Local Panel.

Part I of the National Panel Reaction Instrument was composed of 15 items designed to assess the proposed description for the consensual Human Development course model compiled by the Local Panel. In addition to the 15 items, the National Panel Reaction Instrument included an open-ended question. The open-ended question enabled the National Panel of Experts to suggest alternative descriptions for the final Human Development co-disciplinary course model.

Part II of the National Panel Reaction Instrument contained 12 items designed to assess the proposed general course objectives for the consensual Human Development course model compiled by the Local Panel. In addition to the 12 items, the National Panel Reaction Instrument included an open-ended question. The open-ended question enabled the National Panel of Experts to suggest alternative and/or additional general course objectives.

Part III of the National Panel Reaction Instrument contained 19 items designed to assess the proposed student objectives for the co-disciplinary Human Development course model developed by the Local Panel. The open-ended question

included as the twentieth response in Part III enabled the National Panel of Experts to suggest alternative and/or additional student objectives.

Part IV of the National Panel Reaction Instrument contained 53 items. Fifty-two of the items were designed to correspond directly to the course activities in the seven learning modules included in the Human Development model produced by the Local Panel. Part IV also included an open-ended question as a final reaction item for the National Panel of Experts. The National Panel members were asked to suggest additional course activities which were applicable to the co-disciplinary Human Development course model being developed in this study.

The responses to each item in the four parts of the National Panel Reaction Instrument were interpreted in terms of a mean desirability rating. The mean desirability rating was the numerical average of the National Panel of Experts' responses to the desirability scale for each of the 101 items. The mean desirability was developed by assigning individual responses a value from "5 - Highly Desirable" to "1 - Highly Undesirable," and dividing the sum of the individual values assigned by the total number of responses to that item.

To determine the relative importance of the National Panel's reactions to the consensual model developed by the

Local Panel, it was necessary to establish critical levels of acceptance for the desirability ratings. Inclusion of items in the final co-disciplinary Human Development course model resulting from this study was based on the following critical levels of mean desirability expressed by the National Panel of Experts:

1. "Essential"--must be included in final Human Development course exactly as presented--mean desirability of 4.35-5.00.

2. "Desirable"--should be included in the final model as presented unless a viable alternative is suggested by the National Panel of Experts in the open-ended section of the Reaction Instrument--mean desirability of 3.35-4.34.

3. "Non-essential"--should be eliminated or altered radically before being included in the final co-disciplinary Human Development course model--mean desirability of 0.00-3.34.

Each item in the four parts of the National Panel Reaction Instrument was compared individually to the critical levels of desirability. The Reaction Instrument was divided for the purpose of analysis into: Part I--Description; Part II--General Course Objectives; Part III--Student Objectives; Part IV--the seven learning modules as presented by the Local Panel.

Analysis of Data From Part I--Description

The first part of the National Panel Reaction Instrument pertained to the proposed Human Development course description. Part I contained 14 items that directly corresponded to the course description developed by the Local Panel.

Eight of the fourteen course description items in Part I were rated "essential" by the National Panel of Experts.

Four of the fourteen course description items in Part I were rated as "desirable" by the National Panel of Experts.

Two of the fourteen course description items in Part I of the National Panel Reaction Instrument were rated as "non-essential" by the National Panel of Experts.

The critical values of the reactions to Part I of the National Panel Reaction Instrument are presented in Table 9 in rank order.

It was determined that the eight proposed course items rated as "essential" by the National Panel would be included in the final co-disciplinary Human Development course model exactly as they were presented by the National Panel. No modification of any kind was proposed to items (9-e), (9-f), (9-d), (9-a), (8), (2), (9-c), and (3). They appeared in the final course model as originally devised.

TABLE IX

CRITICAL VALUES OF NATIONAL PANEL RESPONSES TO PART I OF THE NATIONAL PANEL REACTION INSTRUMENT

| Description Proposed | Number of Responses | Mean Critical Value |
|---|---|---|
| (9-e) Values clarification | 7 | 4.86 |
| (9-f) Personal communication skills developed | 7 | 4.86 |
| (9-d) Career decision making skills | 7 | 4.71 |
| (9-a) Personal and social growth | 7 | 4.71 |
| (8) Teachers and counselors co-facilitate | 7 | 4.71 |
| (2) No prerequisites | 7 | 4.71 |
| (9-c) Self-concept for education and vocational planning | 7 | 4.43 |
| (3) Three semester hour credits | 7 | 4.43 |
| (9-b) Understanding of local government | 7 | 4.29 |
| (4) Nine weeks, six hours per week | 7 | 3.86 |
| (5) One lecture/discussion--two small groups | 7 | 3.71 |
| (7) Lectures, speakers, group discussions | 7 | 3.43 |
| (6) Credit/no credit grading | 7 | 3.29 |
| (1) "Living and Working in Sacramento" | 7 | 3.14 |

The four items rated as "desirable" by the National Panel of Experts were also included in the final course model. However, it was noted that the National Panel of Experts expressed some concern about being able to cover the proposed material in a nine-week period (item 4). The Local Panel discussed this issue, and it concluded that the nine week, two hours per day format would be most compatible with student needs at Sacramento City College. Most of the Human Development I classes currently offered are nine weeks in duration.

The comment by one of the members of the National Panel of Experts, "I have a bias against lectures and speakers in Human Development classes," was discussed in conjunction with the proposed description (item 7). It was concluded that the co-disciplinary format of the Human Development course model implied that there was a need for involvement from a wide variety of sources, and some of the people could only be included as guest speakers due to time limitations. It was concluded that lecture presentations and guest speakers would be kept to a minimum in congruence with the objectives for that activity.

Item (6), "grading credit/no credit," was rated as "non-essential" by the National Panel of Experts. The rating "highly undesirable" by three of the National Panel

in conjunction with Item (6) indicated a concern for non-credit Human Development experiences. The Local Panel thought the National Panel obviously misinterpreted the intentions of the Local Panel. The credit/no credit grade system at Sacramento City College means that credits are earned, but no letter grades are given for the class. The credits earned are treated the same as all other credits earned at Sacramento City College, and no attempt is made to de-emphasize the importance of any class by assigning credit/no credit grades. Credit/no credit grading is an option that Sacramento City College students have in all courses offered as part of the college program. However, a cumulative unit limitation is placed on the number of units of credit/no credit a student may earn. It was concluded that the proposed co-disciplinary Human Development class would follow the conventional grading system of assigning letter grades, but that students would be made aware that they have an option of a credit/no credit grade in the course.

Item (1), "Living and Working in Sacramento," was rated as "undesirable" by the National Panel. The National Panel submitted the following alternate titles for consideration: (1) "Becoming You at Sacramento City College," (2) "Becoming You in Sacramento," and (3) "Changing One's Self in Sacramento." It was decided that a change in the

course title would be made. The title for the final course model would be "You and Your Life in Sacramento."

Analysis of Data From Part II--Course Objectives

The second part of the National Panel Reaction Instrument pertained to the proposed Human Development course general course objectives. Part II contained twelve items that directly corresponded to the general course objectives developed by the Local Panel.

Five of the twelve items in Part II were rated as "essential" by the National Panel of Experts.

Seven of the twelve items in Part II were rated as "desirable" by the National Panel.

None of the items in Part II of the National Panel Reaction Instrument were rated as "non-essential" by the National Panel.

The critical values assigned to the items in Part II of the National Panel Reaction Instrument are presented in Table 10 in rank order.

The five items in Part II rated as "essential" by the National Panel were included in the final Human Development course model as they were presented in the consensual model. No modifications were proposed for items 2, 5, 11, 4, and 8.

TABLE X

CRITICAL VALUES OF NATIONAL PANEL RESPONSES TO PART II OF THE NATIONAL PANEL REACTION INSTRUMENT

| General Course Objectives | Number of Responses | Mean Critical Value |
|---|---|---|
| (2) Plan for personal change using strengths | 7 | 5.0 |
| (5) Clarify values in relationship to others | 7 | 4.71 |
| (11) Establish a reference group for students | 7 | 4.57 |
| (4) Learn how to make better decisions under stress | 7 | 4.43 |
| (8) Supportive environment to assist communication | 7 | 4.43 |
| (12) Learn how to talk about personal feelings | 7 | 4.29 |
| (6) Learn how to better organize time | 7 | 4.29 |
| (1) Develop an interest in personal growth and development | 7 | 4.29 |
| (10) Develop an awareness of social forces | 7 | 4.14 |
| (9) Make career plans based on individual competencies | 7 | 4.14 |
| (3) Develop techniques for evaluating and using vocational information | 7 | 4.14 |
| (7) Utilize past experiences as part of Human Development course activity | 7 | 4.0 |

The seven items rated as "desirable" by the National Panel of Experts were also included in the final co-disciplinary Human Development course model. No significant adjustments were made in the intent of these seven general course objectives (Items 12, 6, 1, 10, 9, 3, and 7). However, the comments by one member of the National Panel of Experts led to a modification in the wording of the general course objectives in the final course model. The following quotations characterized his concerns: "To assist, to help--these have subtle put-downs in them (the poor thing, student)" . . . . "To invite the student to become aware of how to present oneself to others in positive ways," "To invite the student to become more the person he/she wants to be," were suggested as substitutes. It was concluded that the words "help" and "assist" needed to be modified in the final course model when referring to those general course objectives that were rated as "desirable" by the National Panel.

Analysis of Data From Part III--Student Objectives

The third part of the National Panel Reaction Instrument pertained to the proposed Human Development course student objectives presented in the consensual course model prepared by the Local Panel. Part III

contained 19 items that directly corresponded to the student objectives developed by the Local Panel.

Fourteen of the nineteen items in Part III were rated as "essential" by the National Panel of Experts.

Five of the nineteen student objectives in Part III were rated as "desirable" by the National Panel.

None of the nineteen proposed student objectives presented in Part III of the reaction instrument were rated as "non-essential" by the National Panel.

The critical values of the reactions to Part III of the National Panel Reaction Instrument are presented in Table 11 in rank order.

The 14 items rated as "essential" by the National Panel of Experts included items: 18, 10, 5, 3, 2, 8, 4, 6, 9, 12, 16, 14, 11, and 7. These items were included in the final co-disciplinary Human Development course model with no significant changes. The only changes made in the consensual model of the Local Panel would be in the nature of some minor changes in wording. Several of the items presented in Part III included the qualifying word, "more." It was concluded that the word "more" would not be included in the final Human Development course model when expressing the proposed student objectives.

The five items rated as "desirable" by the National Panel of Experts were also included as student objectives in

TABLE XI

CRITICAL VALUES OF NATIONAL PANEL RESPONSES TO PART III OF THE NATIONAL PANEL REACTION INSTRUMENT

| Student Objectives | Number of Responses | Mean Critical Value |
|---|---|---|
| (18) Identify and solve personal and career problems | 7 | 4.86 |
| (10) Set and achieve long and short term career goals | 7 | 4.86 |
| (5) Relating with and more appreciative of different people | 7 | 4.86 |
| (3) Comfortable and secure in being myself | 7 | 4.86 |
| (2) Confident in my dealings with others | 7 | 4.86 |
| (8) Meeting career objectives and directing life style | 7 | 4.71 |
| (4) More satisfying interpersonal relationships | 7 | 4.71 |
| (6) Listen, and hear the meaning in statements of others | 7 | 4.57 |
| (9) More aware of potentialities, see from standpoint of possibility | 7 | 4.57 |
| (12) Identify satisfying life style | 7 | 4.57 |
| (16) Importance of work as it relates to my life goals | 7 | 4.43 |
| (14) Aware of aptitudes and skills that contribute to career choice | 7 | 4.43 |

TABLE XI (CONTINUED)

CRITICAL VALUES OF NATIONAL PANEL RESPONSES TO PART III OF THE NATIONAL PANEL REACTION INSTRUMENT

| Student Objectives | Number of Responses | Mean Critical Value |
|---|---|---|
| (11) Aware of job opportunities in Sacramento area | 7 | 4.43 |
| (7) Aware of negative effects of labels and stereotypes | 7 | 4.43 |
| (19) Aware of helpful and negative feeling in groups | 7 | 4.29 |
| (15) Discovered what is truly important | 7 | 4.29 |
| (13) Relate values to those of society | 7 | 4.29 |
| (1) Feel more competent | 7 | 4.29 |
| (17) I have become more synergistic | 7 | 3.71 |

the final Human Development course model developed as a result of this study. No significant modifications were made to items 19, 15, 13, 1, and 17.

Two members of the National Panel of Experts expressed some general concerns about the student objectives. The concerns expressed by these two National Panel members were reiterated in the following quotations:

> Sharing of feelings is always a by-product of group cohesion and skillful facilitation--not a function of behavioral objectives.
>
> More never says yes or no--suggests making progress; but not essential change or cure.
>
> How can you measure these behavioral objectives? You must develop an evaluation component to measure what, if any, change took place.
>
> Consider the individual growth contract for students, negotiated with each student at the beginning of the course. They will help that individual make sense out of the experience.

These comments made by members of the National Panel of Experts were considered in the final Human Development course model developed as a result of this study. It was concluded that a specific evaluation component needed to be developed as part of the final co-disciplinary Human Development course model to measure any changes in the student that resulted from the course activity.

Analysis of Data From Part IV--Course Activities

The fourth part of the National Panel Reaction Instrument was an evaluation of the proposed Human Development course activities. The proposed course activities were developed as part of the consensual model of a Human Development course. The proposed course activities were designed to respond to the general course and student objectives that were proposed as part of the co-disciplinary Human Development course model. The course activities were arranged into seven learning modules that would cover the nine week, three unit Human Development course organized by the Local Panel. Part IV of the Reaction Instrument contained 53 items, divided into seven sub-sections corresponding to the proposed seven learning modules.

Thirty-three of the 53 course activities within the seven learning modules were rated as "essential" by the National Panel of Experts.

Twenty of the 53 course activities within the seven learning modules proposed by the Local Panel were rated as "desirable" by the National Panel of Experts.

None of the 53 course activities proposed by the Local Panel were rated as "non-essential" by the National Panel of Experts.

Analysis of Learning Module One. The critical values of the reactions to Part IV of the National Panel

Reaction Instrument, Module One, are presented in Table 12 in rank order.

Five of the seven items in Part IV, Module One, were rated as "essential" by the National Panel of Experts. The five "essential" learning activities for Module One were items 1, 7, 6, 5, and 2. These were included in the final co-disciplinary Human Development course model with no changes.

Two of the seven items in Part IV, Module One, were rated as "desirable" by the National Panel; items 4 and 3. Modifications were made in both of these items before being included in the final Human Development course model.

The following comments made by two members of the National Panel of Experts initiated the modifications of items 4 and 3 of Learning Module One:

> Personal growth requires risk taking which makes specific activities of the class secondary to the environment . . . review best group leader characteristics.
>
> Modify the unfoldment and do make sure the instructors participate too! . . . Avoid teacher-student, one-up/one-down 'crap'.

The personality inventory that will be introduced will be the Tennessee Self Concept Scale. It was concluded that the Tennessee Self Concept Scale would best assess the personal growth of the individual students. The test would

TABLE XII

CRITICAL VALUES OF NATIONAL PANEL RESPONSES TO MODULE ONE, PART IV OF THE NATIONAL PANEL REACTION INSTRUMENT

| Course Activity | Number of Responses | Mean Critical Value |
|---|---|---|
| (1) Discuss course objectives | 7 | 4.86 |
| (7) Listening to others | 7 | 4.71 |
| (6) Empathetic recall | 7 | 4.57 |
| (5) Personal unfoldment | 7 | 4.43 |
| (2) Survey student needs | 7 | 4.43 |
| (4) Complete personality inventory | 7 | 4.0 |
| (3) Introduce college instructors | 7 | 3.71 |

be given at the beginning of Module One, and again at the conclusion of the course. The assessment of growth in student self concept would be the purpose of the testing.

Item 3, "introduce all college instructors," was modified to become a part of the unfoldment exercises. The students would be introduced to all of the instructors involved in the co-disciplinary Human Development course in an informal group exercise. The class environment would be set at the initial meeting through group exercises.

Analysis of Learning Module Two. The critical values of the reactions to Part IV of the National Panel Reaction Instrument, Module Two, are presented in Table 13 in rank order.

Five of the eleven items in Part IV, Module Two, were rated as "essential" by the National Panel of Experts. The five "essential" learning activities for Module Two were items 7, 4, 3, 8, and 5. All five of these items were included in the final co-disciplinary Human Development course model with no modifications.

Six of the eleven items in Part IV, Module Three, were rated as "desirable" by the National Panel of Experts. The six "desirable" items (1, 2, 10, 11, 6, and 9) were reviewed prior to being included in the final co-disciplinary Human Development course model. Item 1, "discussion of

TABLE XIII

CRITICAL VALUES OF NATIONAL PANEL RESPONSES TO MODULE TWO, PART IV OF THE NATIONAL PANEL REACTION INSTRUMENT

| Course Activity | Number of Responses | Mean Critical Value |
|---|---|---|
| (7) What am I interested in? | 7 | 4.57 |
| (4) Achieving short term goals | 7 | 4.57 |
| (3) Short term goal setting techniques | 7 | 4.57 |
| (8) Introduction to Sacramento City College Career Development Center | 7 | 4.43 |
| (5) Long term career goals | 7 | 4.43 |
| (1) Personality tests | 7 | 4.0 |
| (2) Discuss test results | 7 | 3.86 |
| (10) Read, I Ain't Much Baby.... | 7 | 3.86 |
| (11) Develop mind-body awareness | 7 | 3.86 |
| (6) Action "Goal Logs" | 7 | 3.71 |
| (9) Read, The Shared Journey | 7 | 3.57 |

personality tests," item 2, "discussion of student test results," item 11, "develop mind-body awareness," and item 6, "introduce action goal logs," were not changed prior to inclusion in the final co-disciplinary Human Development course model.

Items 9 and 10 were specific reading references in conjunction with Module Two. Several members of the National Panel of Experts suggested that students be given a choice and additional references be included in conjunction with the learning activities in Module Two. Items 9 and 10 were expanded to include the following additional references as part of the module:

Johnson, David W. Reaching Out: Interpersonal Effectiveness and Self-Actualization

Pfeifer, William J. and Jones, John E. A Handbook of Structured Experiences for Human Relations Training

Analysis of Learning Module Three. The critical values of the reactions to Part IV of National Panel Reaction Instrument, Module Three, are presented in Table 14 in rank order.

Five of the eight items in Part IV, Module Three, were rated as "essential" by the National Panel of Experts. The five essential learning activities for Module Three were depicted in items 6, 7, 2, 8, and 3. All five of these

TABLE XIV

CRITICAL VALUES OF NATIONAL PANEL RESPONSES TO MODULE THREE, PART IV OF THE NATIONAL PANEL REACTION INSTRUMENT

| Course Activity | Number of Responses | Mean Critical Value |
|---|---|---|
| (6) Personal values clarification | 7 | 5.0 |
| (7) Values auction | 7 | 4.57 |
| (2) Values of diverse ethnic groups | 7 | 4.57 |
| (8) Reading, societal values | 7 | 4.29 |
| (3) Work ethic in America | 7 | 4.29 |
| (4) Business mores and values | 7 | 4.14 |
| (1) Living and working in Sacramento | 7 | 4.14 |
| (5) Working for state government | 7 | 3.71 |

class activities were included in the final co-disciplinary Human Development course model with no modifications.

Three of the eight items in Part IV, Module Three, were rated as "desirable" by the National Panel of Experts. The three items (4, 1, and 5) were not modified and were included in the final course model as presented.

However, members of the National Panel of Experts suggested additional references that were applicable to Module Three. The following references were considered:

Walz, Gary, "Life Career Development System," College Entrance Examination Board--"Decisions and Outcomes Examination"

Fullmer, Robert M. The New Management

Analysis of Learning Module Four. The critical values of the reactions to Part IV, Module Four, of the National Panel Reaction Instrument are presented in Table 15 in rank order.

All six of the items presented in Module Four were rated as "essential" by the members of the National Panel of Experts. The items presented as part of this proposed learning module were given the highest overall rating of any of the proposed learning activities by the National Panel of Experts. The National Panel of Experts assigned a consensus mean critical value of 4.71 to this module.

TABLE XV

CRITICAL VALUES OF NATIONAL PANEL RESPONSES TO MODULE FOUR, PART IV OF THE NATIONAL PANEL REACTION INSTRUMENT

| Course Activity | Number of Responses | Mean Critical Value |
|---|---|---|
| (3) Listening and analyzing group activities | 7 | 5.0 |
| (5) Communicating feelings with words | 7 | 4.86 |
| (2) Did I hear what you were saying? | 7 | 4.86 |
| (1) Listening triads | 7 | 4.71 |
| (4) Role reversal | 7 | 4.43 |
| (6) Feelings based on words he chooses | 7 | 4.43 |

It was apparent that no modification was necessary to Module Four.

Analysis of Learning Module Five. The critical values assigned to the reactions to Part IV, Module Five, of the National Panel Reaction Instrument are presented in Table 16 in rank order.

All six of the items presented in Module Five were rated as "essential" by the members of the National Panel of Experts. The items presented in Module Five were all related to Robert Carkhuff's problem solving methodology. The sequence and content of this problem solving technique is well known among psychologists and counselors across the country. No modification in the activities assigned to Module Five was made in the final Human Development course model.

Analysis of Learning Module Six. The critical values assigned to the reactions to Part IV, Module Six, of the National Panel Reaction Instrument are presented in Table 17 in rank order.

Four of the seven items presented as learning activities in Module Six were rated "essential" by the members of the National Panel of Experts. The four "essential" items in Module Six included items 2, 5, 6, and 7.

TABLE XVI

CRITICAL VALUES OF NATIONAL PANEL RESPONSES TO MODULE FIVE, PART IV OF THE NATIONAL PANEL REACTION INSTRUMENT

| Course Activity | Number of Responses | Mean Critical Value |
|---|---|---|
| (6) Action based on interaction with values | 7 | 4.71 |
| (5) Redefine and further clarify values system | 7 | 4.71 |
| (1) Introduction to problem solving process | 7 | 4.57 |
| (2) Introduction to the systematic method of problem solving | 7 | 4.57 |
| (3) Exploring and understanding the problem | 7 | 4.43 |
| (4) Developing an alternate course of action | 7 | 4.43 |

TABLE XVII

CRITICAL VALUES OF NATIONAL PANEL RESPONSES TO MODULE SIX, PART IV OF THE NATIONAL PANEL REACTION INSTRUMENT

| Course Activity | Number of Responses | Mean Critical Value |
|---|---|---|
| (2) What is my value system? | 7 | 4.71 |
| (5) Job resume', application forms, interviews | 7 | 4.57 |
| (6) Write and submit resume' | 7 | 4.43 |
| (7) Visit potential job sites | 7 | 4.43 |
| (4) Long and short term job forecasts | 7 | 4.29 |
| (3) Review of Sacramento job market | 7 | 4.29 |
| (1) Strong Vocational Interest Blank | 7 | 4.14 |

No modifications were made in these career oriented learning activities presented to the National Panel of Experts as part of Module Six.

Three of the seven items presented as learning activities in Module Six were rated as "desirable" by the National Panel of Experts. None of the members of the National Panel suggested alternatives to the "desirable" items (4, 5, and 1). It was concluded that the career development needs of the Sacramento City College students could best be addressed if no modifications were made in items 4, 5, and 1. Those items were included in the final co-disciplinary Human Development course model as presented.

Analysis of Learning Module Seven. The critical values assigned to the reactions to Part IV, Module Seven of the National Panel Reaction Instrument are presented in Table 18 in rank order.

Four of the eight items presented as learning activities in Module Seven were rated as "essential" by the members of the National Panel of Experts. The four "essential" items in Module Seven included items 8, 7, 1, and 6.

The four "essential" items in Module Seven were included in the final model with some additional modifications to strengthen items 8, "self-evaluation within course,"

TABLE XVIII

CRITICAL VALUES OF NATIONAL PANEL RESPONSES TO MODULE SEVEN, PART IV OF THE NATIONAL PANEL REACTION INSTRUMENT

| Course Activity | Number of Responses | Mean Critical Value |
|---|---|---|
| (8) Self-evaluation of course | 7 | 5.0 |
| (7) Course evaluation | 7 | 5.0 |
| (1) Review criteria for long term goals | 7 | 4.57 |
| (6) Develop goal achievement schedule | 7 | 4.57 |
| (5) Analysis of peak experiences | 7 | 4.29 |
| (4) Motivation techniques to complete goals | 7 | 4.29 |
| (3) Setting goals to correspond to life style | 7 | 4.14 |
| (2) "Action Goal Logs" | 7 | 3.86 |

and item 7, "overall evaluation of the course." The National Panel suggested the following additional activities in conjunction with those two items:

> How about scheduling some open rap time--maybe for students to show and tell, or whatever.
>
> Allow more freedom in the students' evaluation of their experiences. Let them express themselves freely.
>
> Include questions for evaluation such as, What did I like best? Least? Would I recommend this course to a friend?

The procedures for student evaluation of the course suggested by the National Panel of Experts would be incorporated into the final Human Development course model evaluation component.

Four of the eight items presented in conjunction with Module Seven's learning activities were rated "desirable" by the National Panel of Experts. The four "desirable" items included items 5, 4, 3, and 2. No specific modifications to t' se items were suggested by the members of the National Panel. The four items (5, 4, 3, and 2) were culminating activities to group experiences included earlier in the proposed Human Development course model so modifications would be unwarranted unless the activities were to be completely eliminated.

Overall Evaluation Comments Made by the National Panel of Experts

In addition to specific suggestions for additions to the seven learning module activities, the course description, and course references, the National Panel of Experts made some summary comments on the proposed co-disciplinary Human Development course model. Five of the seven members of the National Panel gave an unsolicited overall assessment of the class. These overall appraisals are quoted as presented:

> The amount of work you have put into this project is readily apparent and outstanding. Good luck to you on its rapid conclusion.
>
> Is the course overstructured?
>
> Sorry I wasn't more discriminating to be helpful. . . Excellent.
>
> Really good objectives. This is an excellent program.
>
> Looks like a lot of thought has gone into developing this. Keep me posted.

The overall evaluation of the proposed Human Development course by the National Panel of Experts was favorable as evidenced by the responses to the National Panel Reaction Instrument and the unsolicited summary remarks made by the National Panel members.

Chapter Four Summary

The data presented were based partially on the results of the Omnibus Personality Inventory, Form F obtained from a representative sample of 514 students enrolled at Sacramento City College during the Spring Semester, 1975.

The Sacramento City College O.P.I. results were compared with the National Norms by using a t test. The O.P.I. results yielded significant differences at a level of .05 or better on ten of the fourteen subtests of the O.P.I. when comparing the Sacramento City College Sample to the National Norm Sample.

Additional data were obtained from the activities of a Local Panel composed of eight people including instructors, counselors, students, and administrators at Sacramento City College. The Local Panel examined Human Development courses at other community colleges and completed the Human Development Course Rating Scale which contained 32 items measuring proposed Human Development course organization patterns, course objectives, and implementation strategies. The responses to each item in the three sections of the course rating scale were interpreted in terms of a mean desirability rating. Those items rated as "essential" or "desirable" by the Local Panel were reviewed, and included

as part of its proposed co-disciplinary Human Development course model.

The National Panel of Experts was composed of individuals responsible for Human Development instruction at seven community colleges across the country. The National Panel was noted as having an exemplary co-disciplinary Human Development course program by means of a review of the literature.

The National Panel of Experts responded to the proposed co-disciplinary Human Development course model devised by the Local Panel. The responses from the National Panel of Experts were solicited by means of the National Panel Reaction Instrument which contained 101 items that corresponded directly to the consensual co-disciplinary Human Development course model developed by the Local Panel. The responses to each item in the four parts of the Course Rating Scale were interpreted in terms of a mean desirability rating.

The input from the National Panel of Experts was summarized, and included for consideration as part of the final co-disciplinary Human Development course model.

Chapter 5

# FINAL MODEL AND RECOMMENDATIONS

The purposes of this study were: (1) to develop a model for a Human Development course that is co-disciplinary in its design and corresponds to the characteristics of Sacramento City College students as assessed by a standardized test instrument; and (2) to expand the present scope of the Human Development Instruction program at Sacramento City College to include members of the counseling staff and teaching faculty as co-facilitators and developers of a Human Development course.

To achieve the objectives, a series of activities were conducted at Sacramento City College. These activities involved a Sacramento City College Local Panel of eight persons including students, instructional faculty, counselors, and administrators; a National Panel of Experts representing seven community colleges across the country identified as having exemplary Human Development Instruction programs.

The procedure followed to develop the model course included:

1. A review of the literature on Human Development education in the community colleges.

2. The administration and analysis of the O.P.I., which was given to a sample of 514 students in March, 1975.

3. The activity of a Local Panel which met eight times during the period of March 31 to May 19, 1975. The Local Panel concerned itself with the following:

   a. A review of Human Development courses at other community colleges
   b. A review of the characteristics of a sample of Sacramento City College students as measured by the O.P.I.
   c. The development of a co-disciplinary Human Development course entitled "Living and Working in Sacramento." This course was presented to a National Panel of Experts for critique
   d. The revision of the Human Development course model following input from the National Panel Experts

4. The National Panel of Experts participated in the following activities during the period of November, 1974, to July, 1975:

a. Members of National Panel of Experts submitted Human Development materials to Sacramento City College Local Panel for review

b. National Panel members reviewed the characteristics of the Sacramento City College sample that completed the O.P.I.

c. The National Panel members critiqued the Human Development course model, "Living and Working in Sacramento," prepared by the Sacramento City College Local Panel

The activities of the investigator, working in conjunction with the Local Panel and the National Panel of Experts, resulted in the development of the following Human Development course model.

COURSE DESCRIPTION

Proposed Title: Human Development II, "You and Your Life in Sacramento"

Prerequisites: None

Credit: Three semester hours transferable to California State University, Sacramento, as Group III requirement, elective credit for Sacramento City College AS and AA Degrees

Class Meeting Schedule: Nine weeks, six class hours per week (2 hours--MWF), one class period lecture/discussion, two class periods will be small group seminars

Catalog Description: Human Development II is an extension of Human Development I classes offered at Sacramento City College since 1973. This class is intended to foster the personal development of students through a variety of activities including lectures, guest speakers, group discussions, individual readings, small group growth seminars, field trips, and individual conferences. Teachers and counselors will co-facilitate the class activities.

Class activities will be designed primarily to enhance the personal and social growth of the student. An emphasis will be placed on developing an understanding of the student's reactions to his/her local environment. Self-concept will be explored as it relates to educational and vocational planning. Decision making, personal communication, and values clarification skills will be developed to better enable the student to live and work effectively in the Sacramento area.

GENERAL COURSE OBJECTIVES

General course objectives are:

1. To invite students to develop an interest in their own personal growth and development.

2. To encourage students to plan for personal change using his/her strengths and abilities.

3. To encourage students to develop techniques for evaluating and using vocational information.

4. To encourage students to learn how to make better decisions under stress.

5. To invite students to learn how to clarify their own values in relationship to others.

6. To encourage students to learn how to better organize their time.

7. To encourage students to utilize past experiences as a regular part of the Human Development course activity.

8. To create a supportive environment where the student may learn to effectively communicate with others.

9. To invite students to make career plans based on individual competencies.

10. To encourage students to develop an awareness of the social forces in the community that affect their daily living and job situations.

11. To invite students to establish a reference group where he/she may openly express concerns.

12. To encourage students to learn how to talk about their personal feelings with others.

## STUDENT OBJECTIVES

Student objectives will be met through a variety of class activities conducted during the nine week course. The students will also be encouraged to identify and accomplish other individual objectives during the nine week period. These individual objectives will be an integral part of the course, and will be part of the student's goal setting activity. Students will be encouraged to complete an individual growth contract to measure their progress toward meeting the objectives.

Objectives for students taking the Human Development II course will include, but not necessarily be limited to, the following two broad areas of concern: Social Awareness and Self-Development, and Career Development.

### Social Awareness and Self-Development Objectives

Students will be encouraged to freely talk about themselves and their perceptions of the society in which they live. The activities will be designed to enable the student to receive positive feedback. Students will be encouraged to communicate to others their feelings about themselves and others. Students will also be given an opportunity to appraise their value systems, and to set specific goals for their subsequent social behavior. A comparison between perceived individual values and societal

values will also be facilitated through self-assessment instruments and group sessions.

Career Development Objectives

Students will learn and review the major elements of career development. They will become aware of and explore career, educational, and personal areas integrated with developing an awareness of lifelong planning skills.

The sessions dealing with career development will be goal oriented. Focus will be placed on student examination of personal, career, and educational alternatives through structured group exercises and various self-assessment instruments. Students will be encouraged to learn planning skills, and subsequently use these skills to maximize personal choices related to career development.

More specific student objectives are listed below in terms of "I" statements which we hope would be facilitated as a result of the course, "You and Your Life in Sacramento."

1. I will feel competent.
2. I am confident in my dealings with others.
3. I am comfortable and secure in being myself, and have fewer feelings of anxiety.
4. I have satisfying interpersonal relationships.
5. I am comfortable relating with, and more appreciative of people who are different from me. I have discovered the characteristics that bring people together.

6. I am able to listen for, and really hear, the meaning in the statements of others.

7. I am aware of the negative effects and superficiality of societal labels and stereotypes.

8. I feel responsible for meeting my personal career objectives and directing my life style.

9. I am aware of my potentialities, and I can see myself from a standpoint of possibility.

10. I am able to set and achieve my long and short term career goals.

11. I am aware of the job opportunities in the Sacramento area.

12. I have identified a satisfying life style for present and future living.

13. I am able to relate my values to those of society in general.

14. I am aware of my aptitudes and skills that could contribute to a successful career.

15. I have discovered what is truly important to me.

16. I have discovered the importance of work as it relates to my life goals.

17. I can see both sides of life as being meaningfully related. I can see both sides of issues.

18. I am able to identify and solve personal and career problems.

19. I am aware of the helpful and negative factors in groups, and of my own behaviors and feelings in groups.

## COURSE TASKS AND SEQUENCE

The proposed tasks are presented as modules, which can be expanded or contracted based on the needs and wishes of the students. The modules are initially designed for approximately one week's activity. However, individual preferences of instructors or students could result in modifications.

The course, "You and Your Life in Sacramento," includes, but is not limited to, the following specific course activities:

### MODULE ONE

Introduction to Group Process

1. Discuss course objectives. (Large group activity.)

2. Survey students as to their particular needs. Why did I take this course? (Large group activity.)

3. Students complete the Tennessee Self Concept Scale.

4. Personal Unfoldment--Getting to know the instructors and students in the class. Human Potential Seminar--Kendall College. (Small group activity.)

5. Empathetic Recall--Human Potential Seminar--Kendall College. (Small group activity.)

6. Listening to others in groups. Feedback session. (Small group activity.)

MODULE TWO

Personal Goal Setting and Self-Awareness

1. Personality inventories; What do they measure anyway? (Large group activity.)

2. Discuss inventory results with the class--Individual conferences to be arranged at the request of the student. (Large group activity.)

3. Short term goal setting techniques. (Small group activity.)

4. Achieving short term goals. (Small group activity.)

5. How can I set long term career goals? Discussion of measurable goals, valuing my goals. (Small group activity.)

6. Introduce "Action Goal Log" to students for short term goal setting. Human Potential Seminar--Kendall College. (Small group activity.)

7. What am I interested in? Is there a job for me? Students complete the Strong Vocational Interest Blank. (Small group discussion and take home test.)

8. Introduction to the Sacramento City College Career Development Center. (Small group activity.)

9. Introduction to mind-body awareness. Importance of good mental and physical health. (Small and large group activity.)

10. Read and review one of the following books: The Shared Journey, by O'Banion and O'Connell; I Ain't Much Baby, But I'm All I've Got, by Lair; and Reaching Out: Interpersonal Effectiveness and Self-Actualization, by Johnson.

MODULE THREE

Understanding and Relating Personal Values to Societal Values

1. Living and working in Sacramento--an overview. (Large group activity.)

2. Values of diverse ethnic groups in Sacramento--How do they differ? How are they alike? (Guest panel, large group activity.)

3. The work ethic in American Society. Is it still viable in today's economic world? (Large group discussion.)

4. Business mores and values. (Small group, large group.)

5. Working for state government--the backbone of Sacramento economy. (Panel discussion with state workers, large group activity.)

6. Personal values clarification; identification and response to values questionnaire. Adapted from Human Potential Seminar--Kendall College. (Small group activity.)

7. Values Auction--Human Potential Seminar, by McHolland and Trueblood, 1972. (Small group activity.)

8. Read and review assignment on societal values. The books will be selected from a reading list which will include, but not be limited to, such books as: Future Shock, Toffler; Man--The Manipulator, by Shostrom; The Greening of America, by Reich; Games People Play, by Berne; No Easy Victories, by Gardner; and The New Management, by Fullmer.

## MODULE FOUR

### Communication and Listening Skills

1. Listening triads to identify the concerns of others. (Small group activity.)

2. Did I hear what you were saying? Feedback analysis by others in the triad. (Small group activity.)

3. Listening and analyzing the activities of a group. Inner-outer circle techniques used to provide feedback to others. (Small group activity.)

4. Role reversal. Students will be asked to choose a role that is not their own. Example: An elderly woman,

a black teenager, and attempt to play the role through a predetermined crisis situation. (Small group activity.)

5. Communicating feelings with words. How do I react to the spoken word? View film, "Who Did What to Whom," by Robert Magar. (Large group activity.)

6. Describing how the speaker feels based on the words he chooses. Managing impulsive reactions. Adapted from John L. Wallen, Northwest Regional Education Laboratory, 1969. (Small group activity.)

MODULE FIVE

Problem Solving

1. Introduction to the problem solving process. The Art of Problem Solving, by Robert Carkhuff, 1973. (Large group activity.)

2. Introduction to the systematic method of problem solving espoused by Carkhuff. (Large and small group activity.)

3. Exploring and understanding the problem. Goal definition. (Small group activity.)

4. Developing an alternate course of action for consideration. (Small group activity.)

5. Re-define and further clarify the value system involved with the problem. (Small group activity.)

6. Considering and defining a course of action based on the interaction with a person's value system. (Small group activity.)

MODULE SIX (TWO WEEK MODULE)

The World of Work

1. Discuss and interpret the Strong Vocational Interest Blank. (Large group and small group activity.)

2. What is my value system? Am I ready to go to Work? Life Style affects job choice. (Small group activity.)

3. Review of the market in the Sacramento area. Affirmative Action and its effect on me. (Presentation by Sacramento City College Placement Officer, large group activity.)

4. Long and short term job forecasts. (Presentation by Sacramento City College Placement Officer, large group activity.)

5. Writing a job résumé, completing the application form, preparing for my interview. What does the employer expect from me? (Presentation by local employers, large group activity.)

6. Write and submit a personal résumé for review by the instructor. (Homework assignment.)

7. Visit three potential job sites that are of personal interest. (Homework assignment.)

MODULE SEVEN (TWO WEEK MODULE)

Long Term Goal Setting and Life Planning

1. Review criteria that should be present in viable long term goals. "Should" goals versus "I Want To" goals. (Small group activity.)

2. Setting goals that correspond to my life style. Set goals that you wish to achieve. (Small group activity.)

**Motivation techniques used to complete goals. Feedback and positive reinforcement from others. Strength** bombardment discussion. Adapted from Human Potential Seminar--Kendall College. (Small group activity.)

4. Analysis of peak experiences. What things bring me joy and satisfaction? Adapted from Human Potential Seminar--Kendall College. (Small group activity.)

5. Open rap time for students. Show and tell.

6. Develop goal and proposed goal achievement schedule. Where do I go from there? (Small group activity.)

7. Students complete the Tennessee Self Concept Scale.

8. Course evaluation. Students will be asked to respond anonymously to instructor and class activity rating

sheets. Questions that will be addressed in the evaluation process are: How did this course help me? Were my needs fulfilled? Would I recommend this course to a friend? What did I like best about the course? Least?

The co-disciplinary Human Development course model specifies the types of course characteristics, objectives, activities, and anticipated outcomes felt to be appropriate to the needs of the students at Sacramento City College

## RECOMMENDATIONS

Human Development facilitators and others should view the co-disciplinary Human Development Course model in relation to the particular circumstances of their institution. Individuals at community colleges with no Human Development courses currently being offered may view the model as a foundation on which to build a Human Development Instruction program. Individuals at community colleges with a Human Development program or course currently being offered may wish to view the co-disciplinary Human Development Course Model as an added dimension to their current program. The co-disciplinary model format could also encourage those community colleges with Human Development course offerings to involve instructors and student personnel

workers in a system of planning and implementation which has been previously ignored.

Further research should be conducted to determine the value of the Human Development Course Model developed for this study. It is recommended that the co-disciplinary Human Development Course Model be adopted in order that the following questions be answered:

1. How effective is a co-disciplinary model for Human Development instruction? Can teachers and counselors work together in an instructional setting?

2. Does the co-disciplinary Human Development model have a more positive effect on student self-concept than does a Human Development course that is not co-disciplinary in its design? Does the Human Development course model have more of a positive effect on student self-concept than another course in psychology or other behavioral discipline?

3. How feasible are the Human Development model course objectives, activities, and evaluation techniques? Is a structured Human Development course well received by students?

4. Can a Human Development course be tailored specifically to meet the needs of a group of students as measured by a standardized instrument?

Properly controlled experiments should be conducted if these questions are to be answered. The effectiveness of the co-disciplinary Human Development course model can be measured only if it is implemented and investigated systematically.

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APPENDIX A

Sacramento City College
3835 Freeport Boulevard
Sacramento, California 95822

November 21, 1974

Dear

In the past, we have exchanged Human Development materials and ideas. Your past comments and materials have had a very positive effect on the Human Development Instruction program here at Sacramento City College. The staff here sincerely appreciates your interest in our program. We feel that our Human Development Instruction program has become more effective as a result of input from other community colleges.

We have reached a conclusion, however, that our Human Development program must begin to involve a wider segment of the college community if we are to continue to be responsive to current student needs. We are particularly interested in attempting to involve classroom teachers in the planning and teaching of a co-disciplinary model for Human Development Instruction. We hope to develop co-disciplinary Human Development courses jointly with administrators, instructors, and students during the next three or four months. Hopefully, these co-disciplinary courses will give us a desirable new dimension in our Human Development program for the following reasons:

1. Prior to developing our co-disciplinary course models, we hope to receive input and materials from other community colleges recognized nationally as leaders in the field of Human Development.

2. Prior to planning our courses, a representative sample of our students will be given the Omnibus Personality Inventory. The O.P.I. results, hopefully, will give us a standardized measure of our students' characteristics that should be addressed in a Human Development course model. In the past, we have not attempted to design a course based on pre-determined student needs.

APPENDIX A (Continued)

November 22, 1974
Page 2

3. Prior to finalizing our co-disciplinary courses here at Sacramento City, we hope to share the proposed course offerings with other community colleges who are recognized nationally as leaders in the field of Human Development. Hopefully, these community colleges can draw on their experiences and assist us in developing effective course designs.

I would like to ask your cooperation and assistance in this Human Development activity. Specifically, we would hope to receive from you, any Human Development information such as course outlines, bibliographies, and in-service materials that you feel could assist us in developing Human Development course models.

If any of these materials are reproduced, or are for sale through your institution or elsewhere, please feel free to bill us for the materials.

After we develop our co-disciplinary Human Development course model, based on O.P.I. results, we would like to ask you to comment on the course materials prior to our developing the final course model. It is our hope that we will be able to offer the co-disciplinary courses during the 1975-76 school year.

I hope you are able to once again assist us in developing our Human Development Instruction program. I look forward to hearing from you at your earliest convenience. Thank you for your assistance.

Sincerely,

Gerald W. Cias, Assistant Dean
Counseling Services

GWC:sm

APPENDIX B

POST CARD

Please check appropriate response:

_____Yes, I will share our Human Development course materials with you. I will mail them to you.

_____We are unable to provide you with materials at this time.

_____Yes, I would be willing to review and critique your co-disciplinary course model that you are developing.

_____I am unable to spare the time to review your materials this spring.

COMMENTS_____

_____

NAME_____ADDRESS_____

TITLE_____COLLEGE_____

APPENDIX B (Continued)

Please check appropriate response:

_____Yes, I will share our Human Development course materials with you. I will mail them to you.

_____We are unable to provide you with materials at this time.

_____Yes, I would be willing to review and critique your co-disciplinary course model that you are developing.

_____I am unable to spare the time to review your materials this spring.

COMMENTS_____

_____

NAME_____ADDRESS_____

TITLE_____COLLEGE_____

APPENDIX C

January 27, 1975

Dr. Laurence Coons
Grossmont College
El Cajon, CA 92020

Dear Dr. Coons:

I hope you had a good Christmas holiday. We here at Sacramento City College are anxious to begin finalizing our plans for the development of a co-disciplinary Human Development course based on pre-determined student needs. We hope to offer the class in Fall, 1975.

You may recall that in my November 21, 1974, letter to you, I asked you to assist us in the development of the co-disciplinary Human Development courses. (In case you may have mislaid my previous letter, I have taken the liberty of enclosing another copy of my previous letter. Your college was one of six colleges recommended to me by Dr. Terry O'Banion as having an exemplary Human Development Instruction program.) We would sincerely appreciate your assistance in the development of a new dimension for our Human Development Instruction program. In an effort to begin our program, would you please return the enclosed post card at your earliest convenience.

We here at Sacramento City College sincerely appreciate your past interest in our Human Development program. I am enclosing for your information a student information booklet outline Spring, 1975, Human Development course offerings by members of the counseling department. Thank you for your cooperation and assistance. I look forward to hearing from you.

Sincerely,

Gerald W. Cias, Assistant Dean
Counseling Services
GWC:sm

APPENDIX D

## HUMAN DEVELOPMENT COURSE RATING SCALE

A. Please react to the following Human Development course organization patterns and indicate to what extent you feel they should be part of any future co-disciplinary HD course at Sacramento City College. Please circle your assessment 5 (Highly Desirable) 4 (Desirable) 3 (Neutral) 2 (Undesirable) 1 (Highly Undesirable).

| | | | | | |
|---|---|---|---|---|---|
| 1. Class size kept small (10-15 students per instructor) | 5 | 4 | 3 | 2 | 1 |
| 2. Academic credit given for course in both Human Development and instructional department with cross reference in catalog. | 5 | 4 | 3 | 2 | 1 |
| 3. Course is graded on an A,B,C,D, NC basis. | 5 | 4 | 3 | 2 | 1 |
| 4. Class attendance only is used to determine student grades. | 5 | 4 | 3 | 2 | 1 |
| 5. Course is offered both day and evening. | 5 | 4 | 3 | 2 | 1 |
| 6. Course should be required for the following students: | | | | | |
| a. EOP students | 5 | 4 | 3 | 2 | 1 |
| b. New students with "undeclared" majors | 5 | 4 | 3 | 2 | 1 |
| c. Students on probation | 5 | 4 | 3 | 2 | 1 |
| d. Students in selected majors (with concurrence from the department) | 5 | 4 | 3 | 2 | 1 |
| e. All students before graduating | 5 | 4 | 3 | 2 | 1 |
| f. Course should be strictly elective | 5 | 4 | 3 | 2 | 1 |
| 7. Other suggested organization patterns. | | | | | |

APPENDIX D (Continued)

B. Please react to the following Human Development course objectives and indicate to what extent you feel they should be a part of any future co-disciplinary Human Development course at Sacramento City College. Please circle your assessment 5 (Highly Desirable) 4 (Desirable) 3 (Neutral) 2 (Undesirable) 1 (Highly Undesirable).

| | | | | | |
|---|---|---|---|---|---|
| 1. Students develop an interest in their own personal growth and development. | 5 | 4 | 3 | 2 | 1 |
| 2. Students learn to better organize their time. | 5 | 4 | 3 | 2 | 1 |
| 3. Student's experience forms the basis for the course activity. | 5 | 4 | 3 | 2 | 1 |
| 4. Students learn to communicate more effectively with others. | 5 | 4 | 3 | 2 | 1 |
| 5. Students learn to plan for personal change using his/her strengths and abilities. | 5 | 4 | 3 | 2 | 1 |
| 6. Students learn to make career plans based on individual competencies | 5 | 4 | 3 | 2 | 1 |
| 7. Students develop the ability to get along with all types of people. | 5 | 4 | 3 | 2 | 1 |
| 8. Students learn to clarify their own values in relationship to others. | 5 | 4 | 3 | 2 | 1 |
| 9. Students learn how to evaluate and use job information. | 5 | 4 | 3 | 2 | 1 |
| 10. Students learn the rules and regulations of the college. | 5 | 4 | 3 | 2 | 1 |
| 11. Students develop more awareness of the social and government forces in the community. | 5 | 4 | 3 | 2 | 1 |
| 12. Students learn to talk about their personal feelings with others. | 5 | 4 | 3 | 2 | 1 |
| 13. Students learn how to manage their money better. | 5 | 4 | 3 | 2 | 1 |

APPENDIX D (Continued)

| | | | | | |
|---|---|---|---|---|---|
| 14. Students learn how to make better decisions under stress. | 5 | 4 | 3 | 2 | 1 |
| 15. Students develop a "reference" group where they may openly express their concerns. | 5 | 4 | 3 | 2 | 1 |

16. Other suggested course objectives.

C. Please react to the following possible implementation strategies for co-disciplinary Human Development courses and indicate to what extent you feel they should be utilized at Sacramento City College. Please circle your assessment 5 (~~Highly~~ Highly Desirable) 4 (Desirable) 3 (Neutral) 2 (Undesirable) 1 (Highly Undesirable).

| | | | | | |
|---|---|---|---|---|---|
| 1. The co-disciplinary course should be offered beginning February, 1976, if Curriculum Committee approves. | 5 | 4 | 3 | 2 | 1 |
| 2. Instructors and counselors are required to attend an in-service meeting prior to course implementation. | 5 | 4 | 3 | 2 | 1 |
| 3. The course should initially be a short-term course (nine weeks or less). | 5 | 4 | 3 | 2 | 1 |
| 4. The students should be given a course outline prior to enrollment. | 5 | 4 | 3 | 2 | 1 |
| 5. Evaluation of class effectiveness should include a pre and post class measure of students enrolled. | 5 | 4 | 3 | 2 | 1 |
| 6. City College should offer more than one co-disciplinary Human Development course initially. | 5 | 4 | 3 | 2 | 1 |

7. Other suggested implementation strategies.

APPENDIX E

June 18, 1975

Dr. Jerry Wesson, Chairman
Human Development
El Centro College
Main and Lamar
Dallas, Texas 75202

Dear Dr. Wesson:

Enclosed you will find the proposed co-disciplinary model for a Human Development course at Sacramento City College. The course materials presented for your analysis and critique are a result of the following activities conducted at Sacramento City College during the past six months:

1. Human Development course materials from other community colleges were reviewed and analyzed for possible contribution to the existing Sacramento City College Human Development Program. Seven community colleges across the country were identified as having exemplary HD course designs and programs. Key professionals in these seven colleges were asked to serve as a reviewing panel for the proposed co-disciplinary Human Development course at Sacramento City College.

2. The Omnibus Personality Inventory was administered to a representative sample of S.C.C. students in March, 1975. The results of the O.P.I. were used by S.C.C. staff to develop a Human Development course specifically tailored to meet the needs of students as measured by that standardized instrument.

3. A group of Sacramento City College students, teachers, counselors and administrators met nine times during the period of March--May, 1975, to design a co-disciplinary Human Development course which will be introduced in the future. The final course design presented to the College Curriculum Committee will reflect the activities of the local group, and the opinions of the National Panel of Experts.

APPENDIX E (Continued)

Dr. Jerry Wesson
Page 2
June 18, 1975

Will you please review and critique the course outline developed by the Sacramento City College group? For your information, a brief review of the O.P.I. test results is also enclosed. Please complete and return the four sections of the National Panel Reaction Instrument to me at your earliest convenience. Please feel free to make any additional suggestions or comments for the proposed course in the space provided or on other sheets if desired. I am very anxious to conclude this activity by July 1, 1975, so I have enclosed for your convenience a stamped, addressed envelope. If you have any other questions, please feel free to call me collect at Sacramento City College, 916-449-7289, or at home, 916-933-2097.

Once again thank you for your assistance and cooperation in this endeavor. Your past cooperation has been sincerely appreciated.

Sincerely,

Gerald W. Cias, Assistant Dean
Counseling Services

GWC:sm

Enclosure

APPENDIX F

Part I--Course Description (Proposed)

Proposed Title: Human Development II--"Living and Working in Sacramento"

Prerequisites: None

Credit: Three semester hours transferable to California State University Sacramento as Group III requirement, elective credit for Sacramento City College AS and AA Degrees

Class Meeting Schedule: Nine weeks, six class hours per week (2 hours--MWF) one class period lecture/discussion, two class periods will be small group seminars

Grading: Credit/No credit

Catalog Description: Human Development II is an extension of Human Development I classes offered at SCC since 1973. This class is intended to foster the personal development of students through a variety of activities including lectures, guest speakers, group discussions, individual readings, small group seminars, field trips, and individual conferences. Teachers and counselors will co-facilitate the class activities.

Class activities will be designed primarily to enhance the personal and social growth of the student. An emphasis

APPENDIX F (Continued)

will be placed on developing an understanding of the student's reactions to his/her local environment. Self-concept will be explored as it relates to educational and vocational planning. Decision making, personal communication, and values clarification skills will be developed to better enable the student to live and work effectively in the Sacramento area.

Part II--General Course Objectives

Twelve general course objectives for the Human Development II class, "Living and Working in Sacramento," have been proposed. These objectives were generated by eight members of a Sacramento City College group of teachers, counselors, students, and administrators who met during the period of March through May, 1975, to help design a co-disciplinary model for Human Development. The results of the Omnibus Personality Inventory, administered to 514 students at Sacramento City College in March, 1975, were also considered prior to setting the general course objectives.

Proposed general course objectives include:

1. To assist students in developing an interest in their own personal growth and development.

APPENDIX F (Continued)

2. To help students plan for personal change using his/her strengths and abilities.

3. To assist students in developing techniques for evaluating and using vocational information.

4. To assist students in learning how to make better decisions under stress.

5. To help students in learning how to clarify their own values in relationship to others.

6. To assist students in learning how to better organize their time.

7. To encourage students to utilize past experiences as a regular part of the HD course activity.

8. To create a supportive environment where the student may learn to effectively communicate with others.

9. To help students make career plans based on individual competencies.

10. To help students develop an awareness of the social forces in the community that affect their daily living and job situations.

11. To help students establish a reference group where he/she may openly express concerns.

12. To help students learn how to talk about their personal feelings with others.

Part III--Student Objectives

Student objectives can be met through a variety of class activities conducted during the nine week course. The students will also be encouraged to identify and accomplish

other individual behavioral objectives during the nine week period. These individual objectives will be an integral part of the course design, and will be part of the student's goal setting activity.

Objectives for students taking the Human Development II course will include, but not necessarily be limited to, the following two broad areas of concerns: Social Awareness and Self-Development, and Career Development.

Social Awareness and Self-Development Objectives

Students will be encouraged to freely talk about himself/herself and his/her perceptions of the society in which he/she lives. The activities will be designed to enable the student to receive feedback. Students will communicate to others their feelings about themselves and others. Students will also appraise their value system, and set specific goals for their subsequent social behavior. A comparison between perceived individual values and societal values will also be facilitated through self-assessment instruments and group sessions.

Career Development Objectives

Students will learn and review the major elements of career development. They will become aware of and explore

APPENDIX F (Continued)

career, educational, and personal areas integrated with developing an awareness of lifelong planning skills.

The sessions dealing with career development will be goal oriented. Focus will be placed on student examination of personal, career, and educational alternatives through structured group exercises and various self-assessment instruments. Students will learn planning skills, and subsequently use these skills to maximize personal choices related to career development.

More specific student objectives are listed below in terms of "I" statements which we would like to facilitate and see students affirm as a result of the course, "Living and Working in Sacramento."

1. I will feel more competent.

2. I am more confident in my dealings with others.

3. I am more comfortable and secure in being myself.

4. I have more satisfying interpersonal relationships.

5. I am more comfortable relating with, and more appreciative of, people who are different from me. I have discovered the humanness that brings people together.

6. I am more able to listen for, and really hear, the meaning in the statements of others.

7. I am more aware of the negative effects and superficiality of societal labels and stereotypes.

APPENDIX F (Continued)

8. I feel more responsible for meeting my personal career objectives and directing my life style.

9. I am more aware of my potentialities, and I can see myself from a standpoint of possibility.

10. I am more able to set and achieve my long and short term career goals.

11. I am more aware of the job opportunities in the Sacramento area.

12. I have identified a satisfying life style for present and future living.

13. I am more able to relate my values to those of society in general.

14. I am more aware of my aptitudes and skills that could contribute to a successful career.

15. I have discovered more of what is truly important to me.

16. I have discovered the importance of work as it relates to my life goals.

17. I have become more synergistic in my outlook: I can see both sides of life as being meaningfully related.

18. I am more able to identify and solve personal and career problems.

19. I am more aware of the helpful and negative factors in groups, and of my own behaviors and feelings in groups.

Part IV--Course Tasks and Sequence

The panel of eight persons at Sacramento City College has extensively reviewed the Human Development offerings at

other community colleges. The activity conducted in current Human Development I classes at Sacramento City College was also reviewed for possible inclusion.

The proposed tasks are presented as modules, which can be expanded or contracted based on the needs and wishes of the students. The modules are initially designed to be comprised of approximately one week's activity. However, individual preferences of instructors or students could result in modifications. The course tasks outlined do not include the specific reference materials that will be developed and compiled by the course instructors who will be identified during the Fall, 1975, semester. The course materials will, of course, reflect the expertise and philosophy of the instructors, and the demonstrated needs of the students enrolled. However, it is anticipated that the student behavioral objectives previously cited will be fulfilled if the following learning modules are completed.

It is the consensus of the Sacramento City College panel that the course, "Living and Working in Sacramento," should include, but not be limited to, the following specific course activities.

MODULE ONE

Introduction to Group Process

1. Discuss course objectives. (Large group activity.)

2. Survey students as to their particular needs. Why did I take this course? (Large group activity.)

3. Introduce all college instructors to be involved during the course. (Large group activity.)

4. Have all students complete personality inventory. (Tennessee Self Concept.)

5. Personal Unfoldment. (Human Potential Seminar--Kendall College, small group activity.)

6. Empathetic Recall. (Human Potential Seminar--Kendall College, small group activity.)

7. Listening to others in groups. Feedback session. (Small group activity.)

MODULE TWO

Personal Goal Setting and Self-Awareness

1. Personality inventories; what do they measure anyway? (Large group activity.)

2. Discuss inventory results with the class. (Individual conferences will be arranged at the request of the student, large group activity.)

APPENDIX F (Continued)

3. Short term goal setting techniques. (Small group activity.)

4. Achieving short term goals. (Small group activity.)

5. How can I set long term career goals? Discussion of measurable goals, valuing my goals. (Small group activity.)

6. Introduce "Action Goal Log" to students for short term goal setting. Human Potential Seminar--Kendall College. (Small group activity.)

7. What am I interested in? Is there a job for me? Have students complete the Strong Vocational Interest Blank. (Small group discussion and take home test.)

8. Introduction to the Sacramento City College Career Development Center. (Small group activity.)

9. Read and review The Shared Journey by O'Banion and O'Connell. (Homework assignment.)

10. Read and review I Ain't Much Baby, But I'm All I've Got by Lair. (Homework assignment.)

11. Develop mind-body awareness, good mental and physical health. (Small group and large group activity.)

APPENDIX F (Continued)

MODULE THREE

Understanding and Relating Personal Values to Societal Values

1. Living and working in Sacramento--an overview. (Large group activity.)

2. Values of diverse ethnic groups in Sacramento--How do they differ? How are they alike? (Guest panel, large group activity.)

3. The work ethic in American society. Is it still viable in today's economic world? (Large group discussion.)

4. Business mores and values. (Small group, large group.)

5. Working for state government--the backbone of the Sacramento economy. (Panel discussion with state workers, large group activity.)

6. Personal values clarification. Identification and response to value questionnaire. Adapted from Human Potential Seminar--Kendall College. (Small group activity.)

7. Values Auction--Human Potential Seminar by McHolland and Trueblood, 1972. (Small group activity.)

8. Reading and review assignment on societal values. The books will be selected from a reading list which will include, but not be limited to, such books as Future Shock

APPENDIX F (Continued)

by Toffler, Man the Manipulator by Shostrom, The Greening of America by Reich, Games People Play by Berne, and No Easy Victories by Gardner.

MODULE FOUR

Communication and Listening Skills

1. Listening triads to identify the concerns of others. (Small group activity.)

2. Did I hear what you were saying? Feedback analysis by others in the triad. (Small group activity.)

3. Listening and analyzing the activities of a group. Inner-outer circle techniques used to provide feedback to others. (Small group activity.)

4. Role reversal. Students will be asked to choose a role that is not their own. Example: an elderly woman, a black teenager, and attempt to play the role through a predetermined crisis situation. (Small group activity.)

5. Communicating feelings with words. How do I react to the spoken work? View film, "Who Did What to Whom," by Robert Mager. (Large group activity.)

6. Describing how the speaker feels based on the words he chooses. Managing impulsive reactions. Adapted from John L. Wallen, Northwest Regional Education Laboratory, 1969. (Small group activity.)

APPENDIX F (Continued)

MODULE FIVE

Problem Solving

1. Introduction to the problem solving process. The Art of Problem Solving by Robert Carkhuff, 1973. (Large group activity.)

2. Introduction to the systematic method of problem solving as espoused by Carkhuff. (Large and small group activity.)

3. Exploring and understanding the problem. Goal definition. (Small group activity.)

4. Developing an alternate course of action for consideration. (Small group activity.)

5. Re-define and further clarify the value system involved with the problem. (Small group activity.)

6. Considering and defining a course of action based on the interaction with a persons' value system. (Small group activity.)

MODULE SIX (TWO WEEK MODULE)

The World of Work

1. Discuss and interpret the Strong Vocational Interest Blank. (Large group and small group activity.)

2. What is my value system? Am I ready to go to work? Life style affects job choice. (Small group activity.)

3. Review of the job market in the Sacramento area. Affirmative Action and its effect on me. (Presentation by Sacramento City College Placement Officer, large group activity.)

4. Long and short term job forecasts. (Presentation by Sacramento City College Placement Officer, large group activity.)

5. Writing a job resume', completing the application form, preparing for my interview. What does the employer expect from me? (Presentation by local employers, large group activity.)

6. Write and submit a personal resume' for review by the instructor. (Homework assignment.)

7. Visit three potential job sites that are of personal interest. (Homework assignment.)

MODULE SEVEN (TWO WEEK MODULE)

Long Term Goal Setting and Life Planning

1. Review criteria that should be present in viable long term goals. "Should" goals versus "I Want To" goals. (Small group activity.)

APPENDIX F (Continued)

2. Discuss "Action Goal Logs" introduced in Module Two. (Small group activity.)

3. Setting goals that correspond to my life style. Set goals that you wish to achieve. (Small group activity.)

4. Motivation techniques used to complete goals. Feedback and positive reinforcement from others. Strength bombardment discussion. Adapted from Human Potential Seminar--Kendall College. (Small group activity.)

5. Analysis of peak experiences. What things bring me joy and satisfaction? Adapted from Human Potential Seminar--Kendall College. (Small group activity.)

6. Develop goal and proposed goal achievement schedule. Where do I go from here? (Small group activity.)

7. Course evaluation. To be completed by all students. Students will be asked to respond anonymously to instructor and class activity rating sheets. (Large group activity.)

8. How did this course help me? Were my needs fulfilled? (Self evaluation to be submitted by each student in writing.)

APPENDIX G

NATIONAL PANEL REACTION INSTRUMENT

Part I: Proposed Course Description

The items presented here represent the major descriptive components of the proposed co-disciplinary Human Development course at Sacramento City College. Please react to the proposed course description, and indicate to what extent you feel they should be part of the Sacramento City College co-disciplinary Human Development course. Please circle your assessment 5 (Highly Desirable) 4 (Desirable) 3 (Neutral) 2 (Undesirable) 1 (Highly Undesirable).

| | | | | | |
|---|---|---|---|---|---|
| 1. Title: "Living and Working In Sacramento | 5 | 4 | 3 | 2 | 1 |
| 2. Prerequisite: None | 5 | 4 | 3 | 2 | 1 |
| 3. Credit Assigned: Three semester hours | 5 | 4 | 3 | 2 | 1 |
| 4. Class Meeting Schedule: Nine weeks, six class hours per week | 5 | 4 | 3 | 2 | 1 |
| 5. Class Meeting Schedule: One lecture/discussion, two small group seminars (15-20 students) | 5 | 4 | 3 | 2 | 1 |
| 6. Grading: Credit/No Credit | 5 | 4 | 3 | 2 | 1 |
| 7. Activities: lectures, speakers, group discussions | 5 | 4 | 3 | 2 | 1 |
| 8. Teachers and counselors co-facilitate the class activity | 5 | 4 | 3 | 2 | 1 |
| 9. Class goals as presented in the catalog description: | | | | | |
| a. enhance personal and social growth | 5 | 4 | 3 | 2 | 1 |

APPENDIX G (Continued)

| | | | | | |
|---|---|---|---|---|---|
| b. develop an understanding of the local government | 5 | 4 | 3 | 2 | 1 |
| c. self-concept definition for educational and vocational planning | 5 | 4 | 3 | 2 | 1 |
| d. career decision making skills developed | 5 | 4 | 3 | 2 | 1 |
| e. values clarification skills developed | 5 | 4 | 3 | 2 | 1 |
| f. personal communication skills developed | 5 | 4 | 3 | 2 | 1 |

10. Other suggested course description items:

Part II: Proposed General Course Objectives

The items presented here represent the general course objectives of the proposed co-disciplinary Human Development course at Sacramento City College. Please react to the proposed general course objectives, and indicate to what extent you feel they should be included as part of the Sacramento City College co-disciplinary Human Development course. Please circle your assessment 5 (Highly Desirable) 4 (Desirable) 3 (Neutral) 2 (Undesirable) 1 (Highly Undesirable).

| | | | | | |
|---|---|---|---|---|---|
| 1. To assist students in developing an interest in their own personal growth and development | 5 | 4 | 3 | 2 | 1 |
| 2. To help students plan for personal change using his/her strengths and abilities | 5 | 4 | 3 | 2 | 1 |
| 3. To assist students in developing techniques for evaluating and using vocational information | 5 | 4 | 3 | 2 | 1 |

APPENDIX G (Continued)

| | | | | | |
|---|---|---|---|---|---|
| 4. To assist students in learning how to make better decisions under stress | 5 | 4 | 3 | 2 | 1 |
| 5. To help students learn how to clarify their own values in relationship to others | 5 | 4 | 3 | 2 | 1 |
| 6. To assist students in learning how to better organize their time | 5 | 4 | 3 | 2 | 1 |
| 7. To encourage students to utilize past experiences as a regular part of the HD course activity | 5 | 4 | 3 | 2 | 1 |
| 8. To create a supportive environment where the student may learn to effectively communicate with others | 5 | 4 | 3 | 2 | 1 |
| 9. To help students make career plans based on individual competencies | 5 | 4 | 3 | 2 | 1 |
| 10. To help students develop an awareness of the social forces in the community that affect their daily living and job situations | 5 | 4 | 3 | 2 | 1 |
| 11. To help students establish a reference group where he/she may openly express concerns | 5 | 4 | 3 | 2 | 1 |
| 12. To help students learn how to talk about their personal feelings with others | 5 | 4 | 3 | 2 | 1 |

13. Other suggested general course objectives:

APPENDIX G (Continued)

Part III: Student Objectives

The items presented here represent the specific student objectives to be met by the Human Development II course. Please react to the proposed student objectives, and indicate to what extent you feel they should be part of the Sacramento City College co-disciplinary Human Davelopment course. Please circle your assessment 5 (Highly Desirable) 4 (Desirable) 3 (Neutral) 2 (Undesirable) 1 (Highly Undesirable).

| | | | | | |
|---|---|---|---|---|---|
| 1. I will feel more competent | 5 | 4 | 3 | 2 | 1 |
| 2. I am more confident in my dealings with others | 5 | 4 | 3 | 2 | 1 |
| 3. I am more comfortable and secure in being myself | 5 | 4 | 3 | 2 | 1 |
| 4. I have more satisfying interpersonal relationships | 5 | 4 | 3 | 2 | 1 |
| 5. I am more comfortable relating with, and more appreciative of, people who are different from me. I have discovered the humanness that brings people together | 5 | 4 | 3 | 2 | 1 |
| 6. I am more able to listen for, and really hear, the meaning in the statements of others | 5 | 4 | 3 | 2 | 1 |
| 7. I am more aware of the negative effects and superficiality of societal labels and stereotypes | 5 | 4 | 3 | 2 | 1 |
| 8. I feel more responsible for meeting my personal career objectives and directing my life style | 5 | 4 | 3 | 2 | 1 |
| 9. I am more aware of my potentialities, and I can see myself from a standpoint of possibility | 5 | 4 | 3 | 2 | 1 |

APPENDIX G (Continued)

| | | | | | |
|---|---|---|---|---|---|
| 10. I am more able to set and achieve my long and short term career goals | 5 | 4 | 3 | 2 | 1 |
| 11. I am more aware of the job opportunities in the Sacramento area | 5 | 4 | 3 | 2 | 1 |
| 12. I have identified a satisfying life style for present and future living | 5 | 4 | 3 | 2 | 1 |
| 13. I am more able to relate my values to those of society in general | 5 | 4 | 3 | 2 | 1 |
| 14. I am more aware of my aptitudes and skills that could contribute to a successful career | 5 | 4 | 3 | 2 | 1 |
| 15. I have discovered more of what is truly important to me | 5 | 4 | 3 | 2 | 1 |
| 16. I have discovered the importance of work as it relates to my life goals | 5 | 4 | 3 | 2 | 1 |
| 17. I have become more synergistic in my outlook: I can see both sides of life as being meaningfully related | 5 | 4 | 3 | 2 | 1 |
| 18. I am more able to identify and solve personal and career problems | 5 | 4 | 3 | 2 | 1 |
| 19. I am more aware of the helpful and negative factors in groups and of my own behavior and feelings in groups | 5 | 4 | 3 | 2 | 1 |

20. Other suggested student behavioral objectives:

APPENDIX G (Continued)

Part IV: Proposed Course Activities

The items presented here represent the course activities outlined in the seven learning modules for the course, "Living and Working in Sacramento." Please react to the proposed course activities, and indicate to what extent you feel these activities meet the objectives of the course. Please indicate to what extent you feel the course activities should be included as part of the Sacramento City College co-disciplinary Human Development Course. Please circle your assessment 5 (Highly Desirable) 4 (Desirable) 3 (Neutral) 2 (Undesirable) 1 (Highly Undesirable).

Module One

| | | | | | |
|---|---|---|---|---|---|
| 1. Discuss course objectives | 5 | 4 | 3 | 2 | 1 |
| 2. Survey students as to their particular needs | 5 | 4 | 3 | 2 | 1 |
| 3. Introduce all college instructors | 5 | 4 | 3 | 2 | 1 |
| 4. Have all students complete personality inventory | 5 | 4 | 3 | 2 | 1 |
| 5. Personal Unfoldment | 5 | 4 | 3 | 2 | 1 |
| 6. Empathetic Recall | 5 | 4 | 3 | 2 | 1 |
| 7. Listening to others in groups | 5 | 4 | 3 | 2 | 1 |

Module Two

| | | | | | |
|---|---|---|---|---|---|
| 1. Personality tests | 5 | 4 | 3 | 2 | 1 |
| 2. Discuss test results with class | 5 | 4 | 3 | 2 | 1 |
| 3. Short term goal setting techniques | 5 | 4 | 3 | 2 | 1 |
| 4. Achieving short term goals | 5 | 4 | 3 | 2 | 1 |
| 5. How can I set long term career goals? | 5 | 4 | 3 | 2 | 1 |
| 6. Introduce "Action Goal Logs" | 5 | 4 | 3 | 2 | 1 |

APPENDIX G (Continued)

| | | | | | |
|---|---|---|---|---|---|
| 7. What am I interested in? | 5 | 4 | 3 | 2 | 1 |
| 8. Introduction to the Sacramento City College Career Development Center | 5 | 4 | 3 | 2 | 1 |
| 9. Read and review The Shared Journey | 5 | 4 | 3 | 2 | 1 |
| 10. Read and review I Ain't Much Baby But I'm All I've Got | 5 | 4 | 3 | 2 | 1 |
| 11. Develop mind-body awareness | 5 | 4 | 3 | 2 | 1 |
| **Module Three** | | | | | |
| 1. Living and working in Sacramento | 5 | 4 | 3 | 2 | 1 |
| 2. Values of diverse ethnic groups | 5 | 4 | 3 | 2 | 1 |
| 3. The work ethic in American society | 5 | 4 | 3 | 2 | 1 |
| 4. Business mores and values | 5 | 4 | 3 | 2 | 1 |
| 5. Working for state government | 5 | 4 | 3 | 2 | 1 |
| 6. Personal value clarification | 5 | 4 | 3 | 2 | 1 |
| 7. Values Auction | 5 | 4 | 3 | 2 | 1 |
| 8. Read and review assignment on societal values | 5 | 4 | 3 | 2 | 1 |
| **Module Four** | | | | | |
| 1. Listening triads | 5 | 4 | 3 | 2 | 1 |
| 2. Did I hear what you were saying? | 5 | 4 | 3 | 2 | 1 |
| 3. Listening and analyzing the activities of a group | 5 | 4 | 3 | 2 | 1 |
| 4. Role reversal | 5 | 4 | 3 | 2 | 1 |

APPENDIX G (Continued)

| | | | | | |
|---|---|---|---|---|---|
| 5. Communicating feelings with words | 5 | 4 | 3 | 2 | 1 |
| 6. Describing how the speaker feels based on the words he chooses | 5 | 4 | 3 | 2 | 1 |

Module Five

| | | | | | |
|---|---|---|---|---|---|
| 1. Introduction to the problem solving process | 5 | 4 | 3 | 2 | 1 |
| 2. Introduction to the systematic method of problem solving | 5 | 4 | 3 | 2 | 1 |
| 3. Exploring and understanding the problem | 5 | 4 | 3 | 2 | 1 |
| 4. Developing an alternate course of action for consideration | 5 | 4 | 3 | 2 | 1 |
| 5. Re-define and further clarify the value system involved with the problem | 5 | 4 | 3 | 2 | 1 |
| 6. Considering and defining a course of action based on the interaction with a persons' value system | 5 | 4 | 3 | 2 | 1 |

Module Six

| | | | | | |
|---|---|---|---|---|---|
| 1. Discuss and interpret the Strong Vocational Interest Blank | 5 | 4 | 3 | 2 | 1 |
| 2. What is my value system? | 5 | 4 | 3 | 2 | 1 |
| 3. Review of the job market in the Sacramento area | 5 | 4 | 3 | 2 | 1 |
| 4. Long and short term job forecasts | 5 | 4 | 3 | 2 | 1 |
| 5. Writing a job resume', completing the application form, preparing for my interview | 5 | 4 | 3 | 2 | 1 |

APPENDIX G (Continued)

| | | | | | |
|---|---|---|---|---|---|
| 6. Write and submit a personal resume' | 5 | 4 | 3 | 2 | 1 |
| 7. Visit three potential job sites | 5 | 4 | 3 | 2 | 1 |

Module Seven

| | | | | | |
|---|---|---|---|---|---|
| 1. Review criteria that should be present in viable long term goals | 5 | 4 | 3 | 2 | 1 |
| 2. Discuss "Action Goal Logs" | 5 | 4 | 3 | 2 | 1 |
| 3. Setting goals that correspond to my life style | 5 | 4 | 3 | 2 | 1 |
| 4. Motivation techniques used to complete goals | 5 | 4 | 3 | 2 | 1 |
| 5. Analysis of peak experiences | 5 | 4 | 3 | 2 | 1 |
| 6. Develop goal and proposed goal achievement schedule | 5 | 4 | 3 | 2 | 1 |
| 7. Course evaluation | 5 | 4 | 3 | 2 | 1 |
| 8. How did this course help me? Were my needs fulfilled? Self evaluation | 5 | 4 | 3 | 2 | 1 |

OTHER SUGGESTED COURSE ACTIVITIES, PLEASE INDICATE SUGGESTED MODULE FOR THE ACTIVITY:

VITA

Gerald Walter Cias was born December 11, 1934, in West Allis, Wisconsin. He attended the public schools of Wauwatosa, Wisconsin, and graduated from Wauwatosa East High School in 1953. Following high school graduation, he attended the University of Wisconsin, Milwaukee. He graduated from the University of Northern Iowa in 1957 with majors in Social Science and English.

After serving as a ninth grade social science teacher and coach in the Milwaukee, Wisconsin public schools during 1957-58, he received a leave of absence to serve in the United States Army Reserve for a six month tour of active duty. After his tour of duty, Mr. Cias returned to teaching in the Racine, Wisconsin, public schools serving as a ninth grade social science and English teacher.

He received his Master of Arts degree in counseling and guidance from the University of Northern Iowa in 1960.

Mr. Cias assumed a position as a full-time counselor at Sunny Hills High School, Fullerton, California, beginning in September, 1960. He also served as a part-time instructor in the Evening Division of Fullerton Junior College during this period.

During 1963-67 Mr. Cias served as an administrator in the Santa Maria Joint Union High School District, Santa Maria, California. His administrative duties included District Director of Continuation Education, Summer School Principal, Director of Guidance, and Assistant Principal for Curriculum.

In 1965, Mr. Cias assumed part-time teaching responsibilities with the University of California, Santa Barbara Extension Division. During 1965-67 he taught five graduate level courses in counselor preparation in the Central Coast area of California.

During the period of 1967-69 Mr. Cias served as the Associate Dean for Student Personnel at Sierra College, Rocklin, California. His responsibilities at Sierra College included the supervision of counseling services and student activities. Mr. Cias also served as a part-time instructor for the University of California, Davis, Extension Division. He taught four graduate level courses in the Sacramento area during 1968-69.

In July, 1969, Mr. Cias assumed the position of Dean of Student Services at Sauk Valley College, Dixon, Illinois. His responsibilities included the supervision of all of the student services in that community college.

In 1972, Mr. Cias returned to California to assume the position of Assistant Dean for Counseling Services at

Sacramento City College, Sacramento, California. He is currently employed in that position.

Mr. Cias has received honors as an "Outstanding Educator of America," membership in the International Platform Association, inclusion in the Eleventh and Twelfth Editions of Who's Who in the West, and a citation for community service from Richard Ogilivie, the former governor of the State of Illinois.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 16 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES